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ABSTRACT

These 26 modules for independent study comprise the second volume of a two-volume set of HERO (Home Economics Related Occupations) HELPS for student use in competency-based professional development. Each module contains teacher and student materials. Teacher materials include an information sheet listing resources and materials needed by students, an application (student evaluation instrument) with answer key, and a job advancement (more detailed student evaluation instrument) with answer key. Student materials include an outline of student activities (detailing job competencies covered in the module, learning activities to be completed, an optional extra credit activity) and information sheets. The 26 modules are categorized under five HERO areas: General (communicating to employers, communicating with customers, communication from employers, communicating with coworkers, communication on the job, dressing for an interview, positive attitude, basic math--figuring discounts, overcoming barriers to upward communication, using the telephone, job interview, you and your boss), food service (introduction to garnishes, simple garnishes, complex garnishes, cake decorating, basic tools for cooking, commercial kitchen appliances), child care (establishing a day care center, day care state regulations, science projects for preschoolers, supervising dramatic play, bulletin boards), floristry (terrarium), and health care aid (bed bath, bed making--unoccupied). (YLB)

AZ 8213305

ED226115

HERO HELPS

for

HOME ECONOMICS RELATED OCCUPATION COORDINATORS

VOLUME II

Sponsored by:

The Arizona Department of Education
Division of Vocational Education

Project #961002

September 1982

CE 034629

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HERO HELP

I am excited to present this new set of HERO HELPS to Arizona's Home Economics Related Occupations teachers. HERO HELPS have been developed for student use in their competency based professional development (independent study).

The HERO HELPS modules are made possible through a project granted by the Arizona Department of Education in cooperation with the Center for Vocational Education at Northern Arizona University. The modules have been written, field tested, and edited by teams of Home Economics Related Occupations teachers. Included with this curriculum is a new management system (found in Volume I) which will assist teachers with classroom management and use.

For ease of management, the HERO HELPS have been organized into a three-ring binder and all modules are reproducible for classroom use. The project provides for teacher inservice in the dissemination, management and use of these materials.

Is is my hope that these materials will be of great assistance to you in the management of skill development in your many Home Economics Related Occupations programs.

Mary Lewkowitz
State Supervisor
Occupational Home Economics

VOLUME II

GENERAL

Communicating to Employers.....(G-HRel-82-007)
Communicating with Customers.....(G-HRel-82-008)
Communication from Employers.....(G-HRel-82-009)
Communicating with Co-workers.....(G-HRel-82-010)
Communication on the Job.....(G-HRel-82-011)
Dressing for an Interview.....(G-HRel-82-012)
Art of Positive Attitude.....(G-HRel-82-013)
Basic Math - Figuring Discounts.....(G-HRel-82-014)
Overcoming Barriers to Upward Communication.....(G-HRel-82-015)
Using the Telephone.....(G-HRel-82-016)
Job Interview.....(G-HRel-82-017)
You and Your Boss.....(G-HRel-018)

FOOD SERVICE

Introduction to Garnishes.....(FS-KS-82-427)
Simple Garnishes.....(FS-KS-82-428)
Complex Garnishes.....(FS-KS-82-429)
Cake Decorating - Writing.....(FS-KS-82-430)
Basic Tools for Cooking.....(FS-KS-82-431)
Commercial Kitchen Appliances.....(FS-KS-82-432)

CHILD CARE

Establishing a Day Care Center.....(CC-KS-82-123)
Day Care State Regulations.....(CC-KS-82-124)
Science Projects for Preschoolers.....(CC-KS-82-125)
Supervising Dramatic Play.....(CC-KS-82-126)
Bulletin Boards.....(CC-KS-82-127)

FLORISTRY

Terrarium II.....(FI-KS-82-306)

HEALTH CARE AID

Bed Bath.....(HC-KS-82-608)
Bed Making - Unoccupied.....(HC-KS-82-609)

GENERAL

AZ 821330S

code: G-HRel-82-007
title: COMMUNICATING TO EMPLOYERS
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Run off pages T2 and T4.

application

ANSWER KEY: Page(s). - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

COMMUNICATING TO EMPLOYERS
APPLICATION NAME: ______________________

1. Define upward communication.

2. What is the purpose of upward communication?

3. Describe five types of upward communication.

   1.

   2.

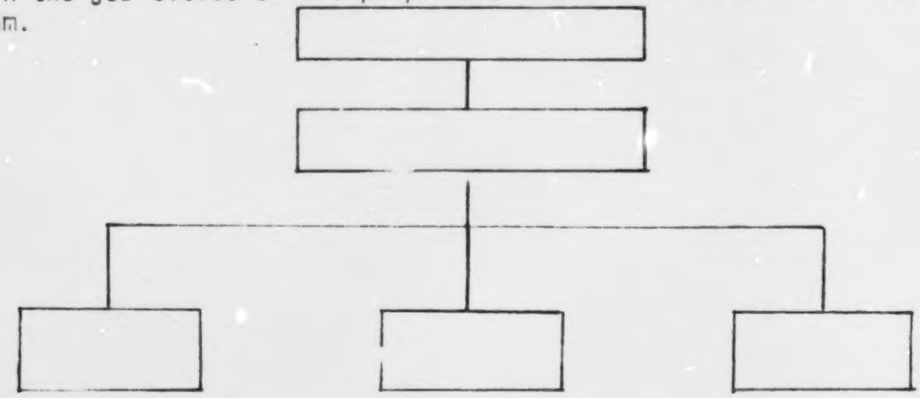
   3.

   4.

   5.

COMMUNICATING TO EMPLOYERS
JOB ADVANCEMENT NAME: ______

1. Fill in the job titles of the people who would fill the boxes in the diagram.



2. Show the flow of the communication from an employer to an employee by drawing an arrow on the above chart in the direction the communication would go.

3. The type of communication referred to in Question Two is called ______________ ______________.

Write the name of the communication method between an employee and employer next to each of the following descriptions:

4. ______________ When employees have questions related to what is expected of them.

5. ______________ Putting a note in a suggestion box in your company's lunchroom

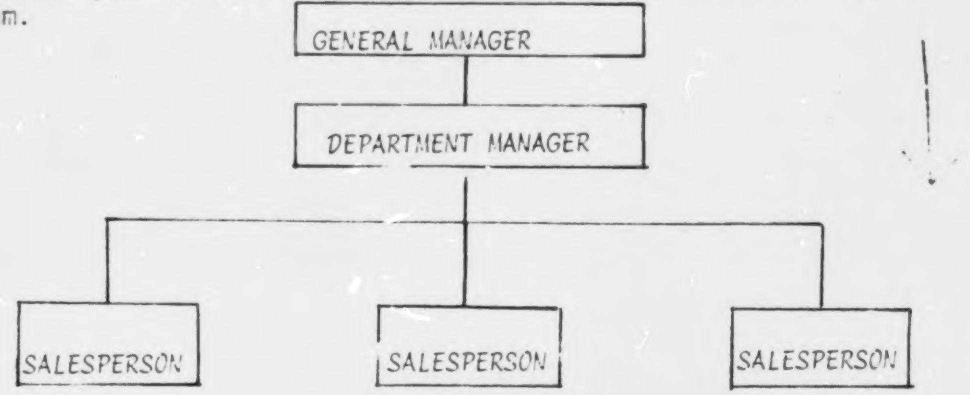
6. ______________ A common request such as for a day off.

7. ______________ Feelings about your work schedule.

8. ______________ A description of work to be completed.

COMMUNICATING TO EMPLOYERS
JOB ADVANCEMENT KEY NAME:

1. Fill in the job titles of the people who would fill the boxes in the diagram.



2. Show the flow of the communication from an employer to an employee by drawing an arrow on the above chart in the direction the communication would go.

3. The type of communication referred to in Question Two is called *upward communication.*

Write the name of the communication method between an employee and employer next to each of the following descriptions:

4. *requests for help in solving problems & making decisions*	When employees have questions related to what is expected of them.
5. *suggestions for improving the business*	Putting a note in a suggestion box in your company's lunchroom
6. *routine requests*	A common request such as for a day off.
7. *feelings about the business*	Feelings about your work schedule.
8. *progress reports on assigned duties*	A description of work to be completed.

code: G-HRel-82-007
title: COMMUNICATING TO EMPLOYERS
author: Patti Schmalzel

HERO HELP

Help Wanted

(PLACE ALL MARKS ON A SEPARATE SHEET OF PAPER.)

Developing skill in communicating with your employer is necessary if you want to continue growing as an effective employee.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Identify the purpose of upward communication.
2. Identify five types of upward communication to employers.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheets titled "Communicating to Employers" on pages 3 and 4.
2. Fill out study sheet titled "Instant Replay" on page 5.
3. Keep a time log of the types of communication you have with your employer during two days of work using the sheet entitled "Log of Upward Communication" on page 6.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

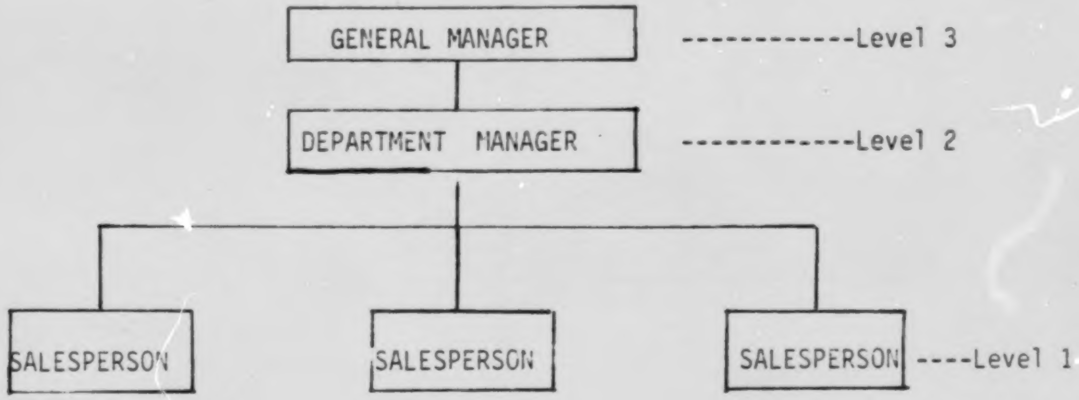
Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Interview your employer or another supervisor to determine how he/she reacts to the ideas presented in this HELP.
2. Obtain a book on communicating with employers and summarize additional information to hand in to your teacher.

COMMUNICATING TO EMPLOYERS

When you speak with your employer you are using the process called "upward communication". This process is called "upward" because your employer has authority over you. People have authority when they have power to give orders to employees. You communicate upward to anyone who has authority over you. The process is shown in the following diagram:



The purpose of upward communication is to keep management informed about all aspects of your job. The process that you use when keeping your employers informed is called giving feedback. To keep your manager from being cut off from information about your job it is important to provide both positive and negative feedback. Managers need negative feedback to avoid costly mistakes. The following example will illustrate this point:

> Rod Ellis had been working at a department store for six months. Mr. Jonan, the department manager, asked Rod to price a new shipment of shirts in at $14.99. Rod had been shopping that day and had seen the exact brand of shirts on sale at a nearby store for $12.99. Rod mentioned this to Mr. Jonan before he began pricing the items. (Negative feedback) Mr. Jonan used this feedback and made arrangements to have newspaper ads printed with the shirt sale priced at $12.99. Why was this negative feedback beneficial to Mr. Jonan? A few days later as Rod reported to work, Mr. Jonan asked how the sale was going. Rod remarked that the sales were terrific! (Positive feedback) A mistake in the feedback that Rod gave his employer could have cost the store a considerable amount of money. Rod was correct in giving both positive and negative feedback because he was keeping his manager informed.

There are five types of upward communication. A description of each follows:

1. PROGRESS REPORTS ON ASSIGNED DUTIES ----- a description of work completed or to be completed.

2. REQUESTS FOR HELP IN SOLVING PROBLEMS AND MAKING DECISIONS ----- when employees have questions or problems related to what is expected of them, they may need to ask their employer to help them solve the situation.

3. SUGGESTIONS FOR IMPROVING THE BUSINESS ----- these suggestions may be given in the form of filling out a paper for the company suggestion box or speaking personally with the employer about ways the company could save time or cut costs.

4. ROUTINE REQUESTS ----- these are typical, common or habitual requests made many times by employees. Some examples are asking for vacation time, time off to go to a doctor's appointment, permission to have a friend or relative visit you at work, permission to use certain equipment.

5. FEELINGS ABOUT THE BUSINESS ----- feelings about work, the manager, or the business are rarely shared with an employer. Usually these feelings are shared with co-workers. The main reason that employees do not communicate these types of feelings upward is because of fear of the manager. Many employees believe if they reveal their feelings to a manager they will be embarrassed or labeled as emotional.

COMMUNICATING TO EMPLOYERS
INSTANT REPLAY NAME:

1. What is upward communication? Give an example of upward communication in your place of employment.

2. Why do managers need both positive and negative feedback?

3. What does a progress report tell your manager about you and what does it tell you about yourself?

4. Why is it important to ask questions during work when you do not understand something?

5. What are two routine requests you have made at school or work?

6. Why do many employees not communicate their feelings about work to their employers?

7. Why is giving a suggestion to your teacher a form of upward communication?

LOG OF UPWARD COMMUNICATION

NAME: ____________________

EXAMPLE	PROGRESS REPORTS	REQUEST FOR HELP IN SOLVING PROBLEMS OR MAKING DECISIONS	SUGGESTIONS FOR IMPROVING THE BUSINESS	ROUTINE REQUESTS	FEELINGS ABOUT THE BUSINESS

code: G-HRel-82-008
title: COMMUNICATING WITH CUSTOMERS
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Make copies of Application.
Make copies of Job Advancement.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

COMMUNICATING WITH CUSTOMERS
APPLICATION NAME: ______________________

1. List five guidelines that may be used when trying to communicate effectively with customers.

   a.

   b.

   c.

   d.

   e.

2. What are the three most common barriers to effective communication with customers?

   a.

   b.

   c.

3. The key to avoiding barriers to effective communication with customers is ____.

COMMUNICATING WITH CUSTOMERS
APPLICATION KEY NAME:

1. List five guidelines that may be used when trying to communicate effectively with customers.

   a. USING TACT
   b. PRECISENESS
   c. SPEAK CLEARLY
   d. WORK TO BE UNDERSTOOD
   e. AVOID SLANG

2. What are the three most common barriers to effective communication with customers?

   a. DAYDREAMING
   b. DEBATING PRIVATELY
   c. PRIVATE PLANNING

3. The key to avoiding barriers to effective communication with customers is CONTROL.

COMMUNICATING WITH CUSTOMERS
JOB ADVANCEMENT NAME:

TRUE / FALSE:

_____ 1. Barriers to effective communication with customers occur when employees fail to concentrate on the messages a customer sends.
_____ 2. Using tact when communicating with customers means speaking before thinking about what the customer says.
_____ 3. Speaking precisely means saying exactly what you mean.
_____ 4. Working at being understood when communicating with customers is an important guideline fo follow for effective communication.
_____ 5. Slang words are appropriate to use when speaking with customers.
_____ 6. Communicating with customers means determining their needs.
_____ 7. Mumble your words when communicating with customers.
_____ 8. Control is the key word to communicating effectively with customers.

MATCHING:

_____ 9. Communication
_____10. Debating privately
_____11. Daydreaming
_____12. Detouring
_____13. Concentrating
_____14. Private planning

A. Controlling your thought to avoid missing messages sent by customers
B. Thinking about what you are going to say next instead of listening to what the customer is saying.
C. Associating something with a spoken or written word.
D. Allowing your mind to wander off to a topic that has nothing to do with the communication at hand.
E. Thinking about the good or bad points of what a customer is saying.
F. The process of sharing ideas or messages so that a high amount of understanding occurs.

COMMUNICATING WITH CUSTOMERS
JOB ADVANCEMENT NAME:

TRUE / FALSE:

T 1. Barriers to effective communication with customers occur when employees fail to concentrate on the messages a customer sends.
F 2. Using tact when communicating with customers means speaking before thinking about what the customer says.
T 3. Speaking precisely means saying exactly what you mean.
T 4. Working at being understood when communicating with customers is an important guideline fo follow for effective communication.
F 5. Slang words are appropriate to use when speaking with customers.
T 6. Communicating with customers means determining their needs.
F 7. Mumble your words when communicating with customers.
T 8. Control is the key word to communicating effectively with customers.

MATCHING:

F 9. Communication
E 10. Debating privately
D 11. Daydreaming
C 12. Detouring
A 13. Concentrating
B 14. Private planning

A. Controlling your thought to avoid missing messages sent by customers
B. Thinking about what you are going to say next instead of listening to what the customer is saying.
C. Associating something with a spoken or written word.
D. Allowing your mind to wander off to a topic that has nothing to do with the communication at hand.
E. Thinking about the good or bad points of what a customer is saying.
F. The process of sharing ideas or messages so that a high amount of understanding occurs.

code: G-HRel-82-008
title: COMMUNICATING WITH CUSTOMERS
author: Patti Schmalzel

HERO HELP

Help Wanted

PLACE ALL MARKS ON A SEPARATE SHEET OF PAPER.

Do you agree that customers are the most important part of any business? Why? If you agree with the statement, you are on your way to understanding the role customers play in helping businesses achieve their main goal, MAKING A PROFIT. This package is designed to increase your understanding of how to communicate with customers, and therefore, to ensure that your customers will continue buying your business's service or goods.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Understand five guidelines for effective verbal communication with customers.
2. Understand three barriers to effective verbal communication with customers.
3. Identify the key to avoiding communication barriers with customers.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

VERBAL COMMUNICATION WITH CUSTOMERS

Effective communication occurs when messages are sent and received between people with a high degree of understanding. Customers form various impressions of a business from what they hear from employees. The way an employee communicates with a customer may determine if that customer shops again at the business. There are a few simple guidelines to follow in learning how to communicate effectively with customers. These will be helpful in making your communications clear so that the customer understands the messages you are sending.

USING TACT - to avoid communication problems with customers, listen carefully to the customer's needs before speaking. Tact means that you determine the effect of every word or phrase you say on the customer. This would mean that you need to think about what you will say before speaking.

PRECISENESS - control your thoughts so that all of the information you give a customer is directly related to the questions asked by the customer. Your responses should be complete and exact in detail. Misunderstandings about information given to customers will be avoided by being precise in the responses you give.

SPEAK CLEARLY - pronounce the words you use clearly so the customer will understand exactly what you are saying.

WORK TO BE UNDERSTOOD - if you feel that a customer may be having difficulty in understanding what you are saying, rephrase your statements in a different way or use visual aids to show the customer what you mean.

AVOID SLANG - you want to create a professional picture of yourself in the customer's eyes, so avoid the use of slang words which may be misunderstood.

SPEAKING TO CUSTOMERS

NAME:__________________________

DIRECTIONS: Select 2 of the following objects to use as products: orange, felt-tip marker, ruler, scissors, paper, book. Make a list of the benefits of each product you selected in the space below. Then, proceed to tell the 'customer' you have selected, how the benefits of the object will meet his/her needs. Allow the customer to ask questions. Remember to speak precisely and with tact. Speak clearly and work to be understood. Don't mumble. Avoid slang.

BENEFITS OF THE __________________________:

BENEFITS OF THE __________________________:

Training Activities

1. Read the information sheet on page 3 titled "Verbal Communication with Customers."
2. Do activity sheet on page 4 titled "Speaking to Customers." Select an object and a classmate to act as a customer. After completing the activity, hand the sheet into your HERO instructor.
3. Read the information sheet on page 5 titled "Barriers to Effective Communication with Customers."
4. Complete activity sheet on page 6 titled "Recognizing Your Own Barriers to Communication." Hand this in to your HERO instructor.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Interview a customer by asking questions on the kinds of information they usually ask employees or what they like in an employee who communicates effectively.
2. Keep a log of how you use the five guidelines of effective communication and how you avoid the barriers to effective communication.

BARRIERS TO EFFECTIVE COMMUNICATION WITH CUSTOMERS

Skills in communicating with customers must be learned and practiced. These skills are only the first step of concern for those trying to improve communications with customers. A large problem associated with barriers to effective communication involve the feelings and attitude of the employee. These barriers sidetrack people's minds when they should be concentrating on receiving and sending messages with a high degree of understanding. The following are some of these barriers:

DAYDREAMING: this occurs when the mind wanders to a topic which has nothing to do with the communication at hand. One of the main reasons why daydreaming occurs is because of the mental process called detouring. A person who detours is associating something with a spoken or written message. It blocks out messages given by customers and can be avoided if employees control their thoughts while communicating with customers. When daydreaming occurs, employees have a greater problem of determining what a customer needs.

DEBATING PRIVATELY: this barrier occurs when an employee thinks about the good or bad points of what a customer is saying instead of concentrating on the message that is being sent. Debating privately may occur for various reasons; an employee may be bored, uninterested, or may debate - just for fun! No matter what the reason is, debating privately causes an employee to miss receiving the messages a customer sends. Once again, debating privately may be avoided by concentrating on the messages a customer is communicating. This takes a lot of control.

PRIVATE PLANNING: most people prefer talking to listening. Because of this, the communication barrier of private planning arises. While one person speaks, the other person is planning what he or she is going to say next. This creates the barrier because many of the messages that one person is sending are missed because the other person is thinking about what they want to say.

The key word to avoiding the barriers of communicating with customers outlined above is CONTROL. Concentrate on what the needs of the customer are before taking any verbal action. Keep in mind the five guidelines for communicating with customers and you will find that you have customers that will return to your business and will therefore help you help your employer reach his main goal - MAKING A PROFIT.

RECOGNIZING YOUR OWN BARRIERS TO COMMUNICATION

NAME:________________________

Daydreaming, debating privately, and private planning are all barriers to effective communication. Almost everybody does a little of these things. In order to make you more aware of each barrier, watch your communication behavior for the next few days. Keep track of your own problems and write down one instance of each form of barrier that got in your way during the day. Once you are aware of these instances, you will be able to control your mind better.

DAYDREAMING:

DEBATING PRIVATELY:

PRIVATE PLANNING:

code: G-HRel-82-009

title: COMMUNICATION FROM EMPLOYERS

author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Run off copies of activity sheet page S5 titled "Types of Negative Feedback from Employers".

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

NAME______________________________

APPLICATION

1. What are three sources from which employees may receive job instructions?

2. What is downward communication?

3. Who is a subordinate?

4. Describe a job with which you are familiar and the job rationale associated with the job.

5. What is the purpose of company goals?

6. Why do you think employees should know about company goals?

7. What are two purposes for performance appraisals?

8. What are three types of company procedures or practices an employee should find out about?

9. What is the difference between a matter of fact negative statement and a matter of judgement statement?

APPLICATION

1. What are three sources from which employees may receive job instructions?

   Any of these: direct verbal contact with employer, written instructions, training manuals, employee meetings, training sessions

2. What is downward communication?

   Communication from an employer to an employee.

3. Who is a subordinate?

   Someone who has less power or authority than another person.

4. Describe a job with which you are familiar and the job rationale associated with the job.

   Will differ

5. What is the purpose of company goals?

   Describe the purposes of a business

6. Why do you think employees should know about company goals?

   They develop a stronger commitment to the business

7. What are two purposes for performance appraisals?

   For a promotion, and to help employees become better workers

8. What are three types of company procedures or practices an employee should find out about?

   policies, rules and benefits

9. What is the difference between a matter of fact negative statement and a matter of judgement statement?

   Matter of fact - based on fact

   Matter of judgement - based on judgement or personal opinion

NAME________________________

JOB ADVANCEMENT

COMMUNICATION FROM EMPLOYERS

Put a T in the blank in front of the TRUE statements and an F in the blank in front of the FALSE statements.

_____1. Communication from a subordinate to a supervisor is downward communication.

_____2. A subordinate is an employee.

_____3. A supervisor is an employer.

_____4. Matter of fact statements are based on personal opinion.

_____5. Matter of judgement statements are clear and can easily be corrected.

_____6. Employees should question employers to clarify matter of judgement statements.

_____7. Matter of fact and matter of judgement statements should be treated in the same way by employees.

Match the following types of downward communication by placing the correct letter of the definition in front of the name.

_____8. Job Instructions

_____9. Job Rationale

_____10. Procedures and Practices

_____11. Company Goals

_____12. Performance Appraisal

A. Detailed Orders or directions about a person's work.

B. Information about company policies, rules and benefits.

C. Reason why a person does certain work.

D. Help employees understand the overall purpose of a business.

E. Evaluation of employees at work.

JOB ADVANCEMENT NAME________________________

COMMUNICATION FROM EMPLOYERS

Put a T in the blank in front of the TRUE statements and an F in the blank in front of the FALSE statements.

__F__ 1. Communication from a subordinate to a supervisor is downward communication.

__T__ 2. A subordinate is an employee.

__T__ 3. A supervisor is an employer.

__F__ 4. Matter of fact statements are based on personal opinion.

__F__ 5. Matter of judgement statements are clear and can easily be corrected.

__T__ 6. Employees should question employers to clarify matter of judgement statements.

__F__ 7. Matter of fact and matter of judgement statements should be treated in the same way by employees.

Match the following types of downward communication by placing the correct letter of the definition in front of the name.

__D__ 8. Job Instructions

__B__ 9. Job Rationale

__C__ 10. Procedures and Practices

__E__ 11. Company Goals

__A__ 12. Performance Appraisal

A. Detailed Orders or directions about a person's work.

B. Information about company policies, rules and benefits.

C. Reason why a person does certain work.

D. Help employees understand the overall purpose of a business.

E. Evaluation of employees at work.

code: G-HRel-82-009
title: COMMUNICATION FROM EMPLOYERS
author: Patti Schmalzel

HERO HELP

Help Wanted

PLACE ALL MARKS ON A SEPARATE SHEET OF PAPER

Understanding the feedback your employer gives you is a necessary skill to develop if you want to become a better employee.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Define downward communication.
2. Identify five types of downward communication.
3. List and define two types of negative feedback given by employers.
4. Explain the various ways an employer gives instructions to an employee.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read information sheets titled "Communication from Employers" pages 4 and 5.
2. Do sheet titled "Types of negative feedback from Employers" on page 6.
3. Review as many of the following types of downward communication devices that you can find at your place of employment.

   Written job instructions
   "Job Rationale" program, if any
   Procedures and policies
   Goals for the year
   Employee performance
4. Identify examples of downward communication in your specific work situation. Discuss with a teacher.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Interview an employer by asking him or her about the five types of downward communication used at his or her job and which is most effective.

COMMUNICATION FROM EMPLOYERS

When employers communicate to employees, they are using "downward communication". Downward indicates that the flow of the communication is going from a superior (manager or supervisor) to a subordinate (employee).

Communications from a superior to a subordinate are divided into five types. The following is a description of the five types of downward communication.

JOB INSTRUCTIONS-detailed orders or directions about a person's work. These step-by-step instructions are provided to help employees do a better job. Job instructions may be gained from direct verbal or written orders by a supervisor, employee meetings or training sessions and through training manuals or books.

JOB RATIONALE-this is the reason why someone does a certain type of work. A job rationale also shows how one job fits in with other jobs.

PROCEDURES AND PRACTICES-this information relates to the policies, rules, and benefits of the business. Company policies may be provided for both customers and employees. Company rules and benefits are for employees only.

COMPANY GOALS-this communication helps employees understand the purposes of the business. Employees develop a strong commitment to the company then they understand the company goals.

PERFORMANCE APPRAISAL-a business term describing the evaluation of employees at work. A manager may grade an employee on a performance appraisal for two reasons. One reason for the appraisal is for promotions or salary increases and the other is to help employees become better workers.

Dealing with negative feedback from an employer is important to learn if you want to become a better employee. There are two types of negative feedback employers give to employees. Negative feedback which relates to matters of fact is the first type. When employers give negative feedback about mistakes that are clear to both the employer and employee, the feedback is matter of fact. For example, if you write down a food order on a sales ticket at the incorrect price and your employer corrects your mistake, the feedback would be matter of fact. The price of the item was incorrectly written up and is a clear mistake.

The second type of negative feedback is termed matter of judgement. A judgement is a statement based on personal opinion. It is essential to clarify negative feedback which is matter of judgement in order to have a clear understanding of what your employer is saying to you. If you worked in a child care center and your employer stated that you needed to work on being polite to parents when they picked-up their children, what could you do specifically? The skills you use in greeting parents as they enter the center may not be the specific area your employer may be asking you to improve. In this example, the area your employer may be asking you to improve could be on having the children clean and ready for their parents when they arrive or having your work area picked-up when parents start arriving.

The difference between matter of fact and matter of judgement negative feedback seem clear. Problems of communication take place when matter of fact and matter of judgement feedback is treated in the same way. Clearing up mistakes from negative feedback that is matter of fact is simple. The mistake is clear and you should avoid repeating it. Negative feedback that is matter of judgement is not as clear. You will have to question your employer to identify the specific skill your employer wants you to improve.

NAME______________________________

TYPES OF NEGATIVE FEEDBACK FROM EMPLOYERS

Identify each of the following statements as matter of fact or matter of judgement by placing an F in the space in front of the matter of fact statements and a J in the space in front of the matter of judgement statements.

_____1. The price of the fish dinner is $2.97 not $2.39.

_____2. This display just doesn't look right.

_____3. This is the third time you have been late this week.

_____4. The model number of the ice maker was XL43870.

_____5. You are spending too much time visiting your friends at work.

Now, use your experience and give two examples of matter of fact statements and matter of judgement statements from an employer or from a teacher.

MATTER OF FACT

1.____

2.____

MATTER OF JUDGEMENT

1.____

2.____

NAME ANSWERS

TYPES OF NEGATIVE FEEDBACK FROM EMPLOYERS

Identify each of the following statements as matter of fact or matter of judgement by placing an F in the space in front of the matter of fact statements and a J in the space in front of the matter of judgement statements.

F 1. The price of the fish dinner is $2.97 not $2.39.

J 2. This display just doesn't look right.

F 3. This is the third time you have been late this week.

F 4. The model number of the ice maker was XL43870.

J 5. You are spending too much time visiting your friends at work.

Now, use your experience and give two examples of matter of fact statements and matter of judgement statements from an employer or from a teacher.

MATTER OF FACT

1. WILL DIFFER

2. ______

MATTER OF JUDGEMENT

1. ______

2. ______

code: G-HRel-82-010
title: COMMUNICATING WITH CO-WORKERS
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Run off pages T2, T4.
2. Put page 7 in student folder.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) -T5

COMMUNICATING WITH CO-WORKERS
APPLICATION

NAME:

---

1. What is a horizontal communication?

2. List the three ways a worker knows if they have become part of the work group.

   a.

   b.

   c.

3. What is a grapevine?

4. List and explain the four major types of grapevines within an organization.

   a.

   b.

   c.

   d.

COMMUNICATING WITH CO-WORKERS
APPLICATION KEY NAME:

1. What is a horizontal communication?

   Communication between two people who have about the same amount of power.

2. List the three ways a worker knows if they have become part of the work group.

   a. *has initial group acceptance*

   b. *identifies the standards set by the group*

   c. *passes the inclusion test*

3. What is a grapevine?

   the way information passes within a group

4. List and explain the four major types of grapevines within an organization.

   a. *Single strand chain - A tells B, who tells C, and so on. This chain creates the most distorted information.*

   b. *The gossip chain. A seeks and tells everyone else.*

   c. *The probability chain. A communicates by pure chance with C and D. Then C and D communicate with whomever happens to be around them. This pattern is common for spreading gossip or rumors.*

   d. *The cluster chain. A tells three selected fellow employees; perhaps one of them tells two others, and then perhaps one of them tells still another person. This is the most common grapevine pattern.*

COMMUNICATING WITH CO-WORKERS
JOB ADVANCEMENT NAME:

MATCHING - match the following terms with their definitions by placing the letter of the definition in the space next to the term.

______ 1. horizontal communication

______ 2. production standard

______ 3. cooperative attitude

______ 4. social standards

______ 5. protective attitude

______ 6. rumor

______ 7. grapevine

______ 8. general standards

______ 9. co-worker

______10. informal communication

______11. standard

A. Communication about hobbies, friends, etc.

B. The last step to being accepted by the group which takes time to complete.

C. When you show you want to help someone.

D. Communication between you and a fellow employee.

E. These are created because of information which is incorrectly interpreted.

F. An acceptable behavior by each group member.

G. Someone who has the same amount of power as you.

H. How the group interprets company policies.

I. When you hide something from your employer to make the group look good.

J. Rules on how to be friendly.

K. How information passes within a group.

L. How much you get done compared to the group.

TRUE OR FALSE - Place a T in the blank in front of the TRUE statements and an F in the blank in front of the FALSE statements.

______12. Rumors begin when emotional or fuzzy messages are passed through a grapevine.
______13. The cluster grapevine occurs when A tells B, who tells C and so on.
______14. Unclear messages are easily distorted.
______15. A person can trust grapevine information.
______16. The most common type of grapevine chain is the probability.

COMMUNICATING WITH CO-WORKERS
JOB ADVANCEMENT *KEY* NAME: ______

MATCHING - match the following terms with their definitions by placing the letter of the definition in the space next to the term.

D 1. horizontal communication
L 2. production standard
C 3. cooperative attitude
J 4. social standards
I 5. protective attitude
E 6. rumor
K 7. grapevine
H 8. general standards
G 9. co-worker
B 10. informal communication
A 11. standard

A. Communication about hobbies, friends, etc.

B. The last step to being accepted by the group which takes time to complete.

C. When you show you want to help someone.

D. Communication between you and a fellow employee.

E. These are created because of information which is incorrectly interpreted.

F. An acceptable behavior by each group member.

G. Someone who has the same amount of power as you.

H. How the group interprets company policies.

I. When you hide something from your employer to make the group look good.

J. Rules on how to be friendly.

K. How information passes within a group.

L. How much you get done compared to the group.

TRUE OR FALSE - Place a T in the blank in front of the TRUE statements and an F in the blank in front of the FALSE statements.

T 12. Rumors begin when emotional or fuzzy messages are passed through a grapevine.
F 13. The cluster grapevine occurs when A tells B, who tells C and so on.
T 14. Unclear messages are easily distorted.
F 15. A person can trust grapevine information.
T 16. The most common type of grapevine chain is the probability.

code: G-HRel-02-010

title: COMMUNICATING WITH CO-WORKERS

author: Patti Schmalzel

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

Starting a new job may be scary to a new employee. Put your uneasiness aside and read-on to find how you can become a part of the work group.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Define horizontal communication.
2. Identify three ways a worker becomes part of the work group.
3. Define a grapevine.
4. Identify four types of grapevines.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read information sheet titled "Communicating with Co-Workers" pg. S3-S6.
2. Do activity sheet, page S6, titled "Thinking about What I Read."
3. Discuss the information with your co-workers to see if they agree with the ideas presented in this package.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Interview a new employee to find out how he/she is being accepted into the work group. Jot down notes and comments to hand in.
2. Read additional books on working with co-workers and write a summary to hand in.

COMMUNICATING WITH CO-WORKERS

Communication between you and a fellow employee with the same amount of authority is called "horizontal communication". Informal horizontal communication (about hobbies, friends, etc.) during working hours is generally discouraged by management. The reason for this is simple:

If you are talking to a co-worker, you are not working.

When you begin working at a new job you may be concerned with being accepted by your fellow employees. Acceptance into this work group depends on three factors. The first, initial group acceptance, occurs when you talk with your co-worker, they talk with you, you begin to have a genuine interest in them, and they begin having a genuine interest in you. After this initial acceptance occurs, you begin to identify the standards set by the group. A standard is the acceptable behavior of each group member. Many of these standards are indirectly communicated to you by observing the group behavior. General standards describe how the group interprets company policies. These may be about break time, calling in sick or keeping the work area clean. Social standards are unwritten and usually unspoken rules about how to be friendly. This may include spending break or lunch time together or providing rides to work for fellow employees. Production standards have to do with how much work you get done compared to the rest of the group. Although it is desirable to do a good job on the first few days it is not wise business to be better than your co-workers. Why do you think this is so? The inclusion test is the last factor that will determine your acceptance into the work group. There is a time factor to the test which allows each group member to get to know you. Look at the following diagram which illustrates the inclusion test.

OVERVIEW OF THE INCLUSION TEST

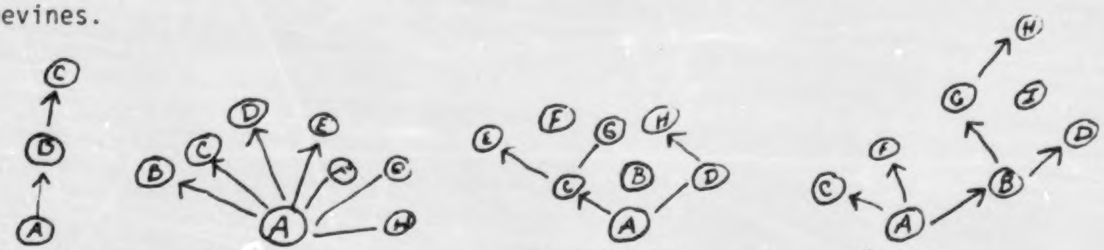
BEHAVIOR TESTED	COMMUNICATION THAT REFLECTS BEHAVIOR TESTED	GROUP'S HIDDEN PURPOSE
FRIENDLINESS	Commonplace greetings such as Hi, how are you? How are things going? (True affection is not involved here.)	To find out if the new employee is willing to speak to us. (Note that quantity, not quality, is important.)
COMPATIBILITY	Discussions of personal interests. (Is the new employee interested in things we like? Are we interested in the things the employee likes?)	To find out if the new employee is being sincere or just faking interest in us for the purpose of being included in the group.

Inclusion Test Cont.

PARTICIPATION	Questions about being included in lunch and after-work social activities. (Does the new employee accept invitations to these social activities?)	To find out if the new employee is willing to give part of himself or herself to the group.
COMMITMENT	Expressed willingness to play the game by the group's rules. (Does the new employee seek help from group members, share the work load equally, try not to be "better" than everyone else in the group, and respect the group's procedures for contacting the supervisor?)	To find out if the new employee is a team player or a loner whose self-interest is more important than the group interest.

Work groups stick together for two reasons. The first is because of the cooperative attitude shown by each group member. You exhibit a cooperative attitude if you are willing to help your co-workers. This would mean using your free time at work to complete jobs that your fellow employee is unable to do because of other responsibilities. The second reason work groups stick together is because of their protective attitude. Members of a work group may "cover up" the mistakes that one member makes or fight any changes that a new manager may make in company rules.

The way information passes within a work group is called (informally) "the grapevine". The following diagram illustrates the four major types of grapevines.



Single Strand Gossip Probability Cluster

1. The Single Strand Chain. A tells B, who tells C, and so on. When we think of the grapevine, this is the common chain we picture in our minds. This chain creates the most distorted information. When A tells B, the message is reasonably accurate. By the time the message reaches K, it is often completely different.

2. The Gossip Chain. A seeks and tells everyone else. While this pattern occurs sometimes, it is unlikely that no one else besides A would pass on the message. The gossip chain is more theoretical than real.

3. The Probability Chain. A communicates by pure chance with C and D. Then C and D communicate with whomever happens to be around them. This pattern is common for spreading gossip or rumors. It illustrates how we pass on messages in general conversation with whomever we happen to talk.

4. The Cluster Chain. A tells three selected fellow employees; perhaps one of them tells two others; and then perhaps one of them tells still another person. The cluster chain is the most common grapevine pattern. It is found in almost all organizations.

The accuracy of grapevine communication is affected by emotions and clarity. Because of this you may not always be able to trust the information you receive through a grapevine. Emotions may distort the information that flows through a grapevine. If the information that begins flowing through a grapevine is fuzzy, incorrect interpretations occur. Because of the emotional and clarity factors associated with grapevine information, it is often easy to have rumors start.

NAME ______________________

THINKING ABOUT WHAT I READ

DIRECTIONS: Think back to when you first began working and how you felt when completing the questions in this activity.

1. The first person that was friendly to me at work was ______________________.
   What did you think you did that made that person be neighborly to you?
   ____

2. I felt part of my work group after ___________(amount of time).
   How long does it take you to have a new employee feel part of the group now? ______________________________________.
   How could you make a new employee feel comfortable with the work group quicker?
   ____
   ____

3. How will you use the information on grapevines at your place of work(or at school)?
   ____
   ____

4. How would you describe yourself if you had to be your own co-worker? (cooperative, friendly)
   ____
   ____
   ____

5. Explain why you should or should not pass along grapevine information?
   ____
   ____
   ____

code: G-HRel-82-011
title: COMMUNICATION ON THE JOB
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Run off copies of worksheets on pages S6 and S7.
Make tape of information sheet pages S3 and S5 if needed.
Duplicate Job Advancement.

application

ANSWER KEY: Page(s) -T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

APPLICATION

1. Define communication:

2. Draw a model of the communication process.

3. List the five forms of communication.

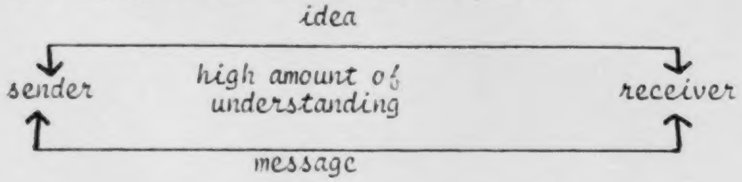
4. List one example of a barrier to communication for each of the forms you have listed above.

COMMUNICATION ON THE JOB
APPLICATION KEY NAME:

1. Define communication.

   Communication is the process of sharing an idea or message which results in a high amount of understanding between the sender and the receiver of the message.

2. Draw a model of the communication process.


idea
sender
high amount of understanding
receiver
message

3. List the five forms of communication.

   speaking
   reading
   writing
   listening
   body language

4. List one example of a barrier to communication for each of the forms you have listed above.

   These will vary, use own judgment in correcting.

JOB ADVANCEMENT

NAME:

TRUE / FALSE:

_____ 1. Communication is a vital part of today's work life.

_____ 2. The form of communication called body language is used when your employer smiles at you.

_____ 3. When a person sends a message and the receiver misunderstands the message, a communication barrier has occurred.

_____ 4. Writing is the major form of communication.

_____ 5. Communication is the sharing of ideas or messages to create a high amount of understanding.

MATCHING: Match the form of communication with each of the following examples by placing the letter of the example in front of each form of communication.

_____ 6. Reading

_____ 7. Speaking

_____ 8. Writing

_____ 9. Body Language

_____10. Listening

A. Your employer asks if you can come to work early tomorrow.

B. You look at the bulletin board and see an announcement for the employee's Christmas party.

C. You ask a co-worker to lock the front door of your place of employment.

D. You leave a note to your employer that you will need extra napkins for tomorrow's shift.

E. You smile when a customer tells you how great your service was.

MATCHING: Match the following examples of barriers to communication by placing the letter of the statement next to the communication form

_____ 11. Speaking

_____ 12. Writing

_____ 13. Reading

_____ 14. Listening

_____ 15. Body language

A. Emotions block out certain messages

B. Saying something that is different from what you mean.

C. Condensing messages which are received.

D. Misinterpreting words that you see.

E. Seeing someone frown at you and thinking they dislike you.

JOB ADVANCEMENT KEY NAME:

TRUE / FALSE:

T 1. Communication is a vital part of today's work life.

T 2. The form of communication called body language is used when your employer smiles at you.

T 3. When a person sends a message and the receiver misunderstands the message, a communication barrier has occurred.

F 4. Writing is the major form of communication.

T 5. Communication is the sharing of ideas or messages to create a high amount of understanding.

MATCHING: Match the form of communication with each of the following examples by placing the letter of the example in front of each form of communication.

B 6. Reading
C 7. Speaking
D 8. Writing
E 9. Body Language
A 10. Listening

A. Your employer asks if you can come to work early tomorrow.

B. You look at the bulletin board and see an announcement for the employee's Christmas party.

C. You ask a co-worker to lock the front door of your place of employment.

D. You leave a note to your employer that you will need extra napkins for tomorrow's shift.

E. You smile when a customer tells you how great your service was.

MATCHING: Match the following examples of barriers to communication by placing the letter of the statement next to the communication form

B 11. Speaking
C 12. Writing
D 13. Reading
A 14. Listening
E 15. Body language

A. Emotions block out certain messages

B. Saying something that is different from what you mean.

C. Condensing messages which are received.

D. Misinterpreting words that you see.

E. Seeing someone frown at you and thinking they dislike you.

IDENTIFYING SENDERS AND RECEIVERS OF MESSAGES

Name:

In an effective communication there is always a sender, a receiver and a message that is understood. Listed below are several business communications. Identify the sender of the message and the receiver of the message by writing the name in the blank.

1. An employee asks his employer if he could have Saturday off to attend a doctor's appointment.

   SENDER: *employee*

   RECEIVER: *employer*

2. John reads an advertisement in the Want-Ads for a busperson at the Lone Star Restaurant.

   SENDER: *Lone Star Restaurant*

   RECEIVER: *John*

3. Mary tells Arthur that he can wait on the next customer who comes into the store.

   SENDER: *Mary*

   RECEIVER: *Arthur*

4. There is a sign in a restaurant that reads "NO SHIRT, NO SHOES, NO SERVICE".

   SENDER: *Restaurant*

   RECEIVER: *customer*

5. A customer receivesa catalog from Buster's Department Store announcing a sale.

   SENDER: *Buster's Department Store*

   RECEIVER: *customer*

6. An employer says "CONGRATULATIONS" to you after you win the "Employee of the Month" contest.

   SENDER: *employee*

   RECEIVER: *you*

7. A customer gives a complimentary comment on the back of his salescheck so your employer will know what a fine job you did waiting on his table.

   SENDER: *customer*

   RECEIVER: *you and employer*

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HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

Communication is an essential skill you use on the job daily. The employers, co-workers and customers you come in contact with each working day are constantly sending messages to you and receiving messages from you. But, do you ever feel as though the ideas you say are misunderstood or the ideas you hear are inaccurate? If you are seeking information on how to improve your communication skills this packet is for you.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Define communication.
2. Diagram the communication process model.
3. Identify the five forms of communication.
4. Identify barriers to effective communication.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheet on pages 3 to 5.
2. Identify who is the receiver and who is the sender of the messages on page 6 titled "Identifying Senders and Receivers of Messages".
3. To practice your speaking and listening skills, interview one person in the class using the questions on page 7. Add any questions you may think of. After you have interviewed the person for five minutes, introduce that person to one of your classmates or to your HERO teacher.
4. To practice your writing skills, write a letter of recommendation for a friend. Hand this in to your HERO teacher.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.

Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** *EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

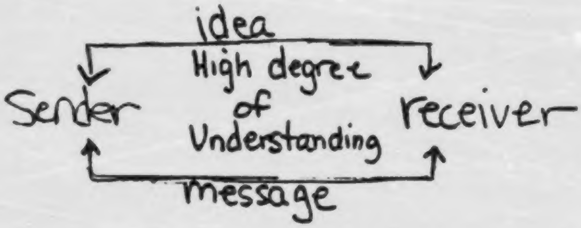
This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Arrange for a guest speaker by contacting a business person that could come to your class to speak on effective communication on the job.
2. Keep a communication log on the forms of communication you use compared to the people you are communicating with and the information you are sending.
3. Watch someone for 10 minutes and see how many communication forms they use.

INFORMATION SHEET

Communication is a vital part of today's work life. But how does the communication process work and how can you become more effective in using communication?

When you are speaking with an individual you are sending messages that the individual receives. Once the messages are received the person interprets them to create an understanding of what you are saying. If that person has a question about what you said or if that person feels as though they understood what you said, then they send a message back to you. Throughout our lives we are constantly shifting back and forth between being a sender or receiver of messages. Since communication is a continuous process, it would be beneficial to see how the process works. Looking at the following illustration, how could you define communication?



Communication is the sharing of an idea or message which results in a high amount of understanding between the sender and receiver of the message.

But what are the various ways that you communicate to your employer, customers or co-workers? When you tell a customer that the total amount of their purchase is $12.13, what type of communication are you using? Speaking, being the major form of communication used on the job must be clear and concise so as to avoid misunderstanding of the message being sent. Another form of communication that enhances speaking is listening. At work you must listen carefully to directions given by employers, requests from customers and suggestions from co-workers. The next form of communication is writing. If you received a scribbled order for a customers meal, this could cause a problem in deciding what to prepare. What would be communicated to a potential employer if a scribbled job application form was handed in by a job-seeker? The writing that you use in filling out forms, answering memos, or giving directions not only tells the receiver of the message about you but can cause misunderstandings in the message being sent.

Another form of communication that you receive during work is reading. You may read messages on the keys of cash registers,directions on boxes, memos from your employer or notes on the company bulletin board. All of these messages should be read rapidly and accurately. It is also essential to make certain that the message sent to you is interpreted correctly.

The last type of communication is called communication without words or body language. If a customer comes up to you with a complaint about the way a pair of pants shrank after washing and after taking care of the problem you turn and see your employer give you a smile, what does that tell you? Wouldn't you feel as though he was pleased with the way you handled the situation?

Now that you have an overview of how communication works and the different forms of communication, lets look at some of the barriers to effective communication.

We have said that communication is the sharing of ideas or messages which result in understanding between the sender and receiver of a message, but why doesn't this understanding always take place? When a person sends a message and the receiver misunderstands that message, something has gone wrong in the communication process. We call these things barriers. There are a variety of barriers to effective communication depending on the form of communication used. In speaking and body language, the most common barrier is giving the wrong meanings to messages used in the communication. In listening, the barriers are that people think faster than they speak, that emotions block out certain messages, and that planning a reply gets in the way of listening. In writing the barrier for communication is being to hasty in writing a clear message and condensing messages that are received. In reading communication, the problem of inaccurately reading the message sent is a barrier.

This information is provided to create an awareness of the importance of effective communication and may motivate you to form a commitment toward improving the communication skills you utilize on the job.

IDENTIFYING SENDERS AND RECEIVERS OF MESSAGES

Name:

In an effective communication there is always a sender, a receiver and a message that is understood. Listed below are several business communications. Identify the sender of the message and the receiver of the message by writing the name in the blank.

1. An employee asks his employer if he could have Saturday off to attend a doctor's appointment.

   SENDER:

   RECEIVER:

2. John reads an advertisement in the Want-Ads for a busperson at the Lone Star Restaurant.

   SENDER:

   RECEIVER:

3. Mary tells Arthur that he can wait on the next customer who comes into the store.

   SENDER:

   RECEIVER:

4. There is a sign in a restaurant that reads "NO SHIRT, NO SHOES, NO SERVICE".

   SENDER:

   RECEIVER:

5. A customer receivesa catalog from Buster's Department Store announcing a sale.

   SENDER:

   RECEIVER:

6. An employer says "CONGRATULATIONS" to you after you win the "Employee of the Month" contest.

   SENDER:

   RECEIVER:

7. A customer gives a complimentary comment on the back of his salescheck so your employer will know what a fine job you did waiting on his table.

   SENDER:

   RECEIVER:

QUESTIONS FOR INTERVIEW

1. Where are you from?
2. Where do you presently live?
3. What are your major areas of study at school?
4. Where do you work?
5. What do you like best about your job?
6. What do you like least about your job?
7. What do you do when you are not working or studying?
8. What do you hope to be doing five years from now?
9. What is your homelife like?
10. What pets do you have?
11. What do you do during vacation time?
12. What area of home economics are you interested in going in to?
13. What is the most meaningful thing that has happened to you in the past year?
14. What sports do you like?
15. What do you like about being in HERO?

code: G-HRe1-82-012

title: DRESSING FOR AN INTERVIEW

author: Flossie Mitchell, Rebecca Grant

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Duplicate Application and Job Advancement.

application

ANSWER KEY: Page(s) -T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

DRESSING FOR AN INTERVIEW
APPLICATION

NAME: ______________________

1. Explain why clothing and your overall appearance is so important in a job interview.

2. How do you know what is appropriate to wear to a job interview?

3. List 4 things to check before going to a job interview.

   1.

   2.

   3.

   4.

DRESSING FOR AN INTERVIEW
APPLICATION
Answer Key

---

1. Explain why clothing and your overall appearance is so important in a job interview.

Your clothing and appearance give the other person a first impression of you. Your clothing reflects your personality.

2. How do you know what is appropriate to wear to a job interview?

By finding out what people in the company usually wear, then combining the knowledge with your own style and taste.

3. List 4 things to check before going to a job interview.

    1. *Are your clothes clean, neat and pressed?*
    2. *Are all threads, buttons and pockets in place?*
    3. *Are your shoes or boots in good condition?*
    4. *Are your seams holding together?*

OR - *Do you like what you have on?*

DRESSING FOR AN INTERVIEW
JOB ADVANCEMENT

NAME: ______________________________

True and False

_____ 1. A job interview is like a first date.

_____ 2. Your first impression of someone is not very important.

_____ 3. At times, clothes are the only visible clues to our personalities.

_____ 4. The best clue to what you wear to an interview is to look at what other people customarily wear in the company of other people.

_____ 5. It's OK to wear disco clothes to an interview.

_____ 6. When we change our clothes, our mannerisms also change.

_____ 7. Checking yourself out before leaving the house for an interview will help keep your confidence up.

_____ 8. It's a good idea to try out exotic new looks before going to an interview.

_____ 9. Your hairstyle should be done up fancy.

Short Answer

10. List 4 things about your appearance which should be checked before going to a job interview.

    1.

    2.

    3.

    4.

11. How do you determine what to wear to a job interview?

DRESSING FOR AN INTERVIEW
JOB ADVANCEMENT
KEY

True and False

T 1. A job interview is like a first date.

F 2. Your first impression of someone is not very important.

T 3. At times, clothes are the only visible clues to our personalities.

T 4. The best clue to what you wear to an interview is to look at what other people customarily wear in the company of other people.

F 5. It's OK to wear disco clothes to an interview.

T 6. When we change our clothes, our mannerisms also change.

T 7. Checking yourself out before leaving the house for an interview will help keep your confidence up.

F 8. It's a good idea to try out exotic new looks **before** going to an interview.

F 9. Your hairstyle should be done up fancy.

Short Answer

10. List 4 things about your appearance which should be checked before going to a job interview.

    1. *Are clothes clean, neat and pressed?*
    2. *Are all threads, buttons and pockets in place?*
    3. *Are your shoes or boots in good condition?*
    4. *Are your seams holding together?*

    OR - Do you like what you have on?

11. How do you determine what to wear to a job interview?

    Find out what people in the company usually wear, then combine that knowledge with your own style and taste.

code: G-HRel-82-012
title: DRESSING FOR AN INTERVIEW
author: Flossie Mitchell, Rebecca Grant

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER.

Why didn't you get that last JOB you applied for? Did you ever consider that it might be because of your appearance?

When seeking a job, you should consider all facets of grooming, poise and mannerisms before going to a job interview.

This might get you that job you've been waiting for.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Explain why clothing and your overall appearance is so important in a job interview.
2. Know what is appropriate to wear to an interview.
3. List 4 things about your dress that should be checked before going to an interview.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read pages S3 and S4 on dressing for an interview.
2. Visit a firm or company you would be interested in working for after graduation. Explain their general clothing and appearance and what you would or would not wear to a job interview for that company.
3. Females: Visit a store that gives free beauty sessions. Tell them you are going to an interview and would like to know what kind of makeup to wear.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** *EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Do some research on how much influence clothing has on ourselves and others. Make a report to class.

DRESSING FOR AN INTERVIEW

A job interview is like a first date. It gives you a first impression of another person. When you first enter a room or encounter someone for the first time, you have "one free moment", one instant in which you receive the complete and undivided attention of the other person. In that instant, the person observing you decides whether you are a threat or an attraction. Whether you are of interest to them or not. If you squander that one moment, you will have to work awfully hard for the next one.

At times, clothes are the only visible clues to our personalities. They permit us not only to specify who we are now, but also the direction in which we are headed; we can wear a status we have not yet achieved. By pointing to our goal, clothing can help us reach it.

What do you wear to an interview? The best rule to remember is to dress as though you already work there. Take the trouble to find out what the people in the company customarily wear, and then combine that knowledge with your own style and taste. No matter what kind of work you're applying for, there are some things that should never appear if you want to be considered for the job coming up:

(Females)
- See-through clothing
- Obviously tight or sexy clothes
- Bare midriffs
- Very bare sundresses
- Rumpled, generally mussed-up clothes
- Clothes so mendy they distract everyone in sight
- Anything that looks as though it belongs in a disco or night club

(Males)
- Tank tops
- Dirty clothes
- Unpressed clothes
- Sandals
- Shirtless
- Clothes that are too mended
- Anything that looks as though it belongs in a disco or night club

When our clothing changes, our mannerisms also change. Also, we trigger an entirely new set of reactions from other people, which then further affects our behavior. If you feel, for example, that your clothes are unsuitable, you'll tend to act in a negative way. People react to this negative action. They ignore or they pursue, and sometimes they even attack. However, if the effect of your clothing is positive, you gain confidence; you tend to move with more ease and speak more freely.

Checking yourself out before leaving the house for an interview can help you keep your look together. Check the following:

- Are your clothes clean, neat and pressed?
- Are all threads, buttons and pockets in place?
- Are your shoes or boots in good condition?
- Are your seams holding together?
- Do you like what you have on?

Hair follows similar fashion trends as do clothing. It is important to keep your hair neat and clean and have it styled in a flattering way. If you wear a mustache or beard, make sure it is trimmed and well groomed. Almost every major department store offers free sessions with beauty experts who will do everything from analyzing your skin to teaching you the latest cosmetic techniques that will work best for you. Stressing your needs to them, whether it is makeup for work, an interview, or for evening; or men's hairstyles, will help them to help you. These department stores may also specialize in analyzing men's skin types and helping you determine what best suits your needs.

Simple jewelry - watches (males) or unobtrusive earrings, a watch or a gold chain (females) - are usually all that are needed for a finished look.

code: G-HRel-82-013
title: THE ART OF POSITIVE ATTITUDE
author: Jackie Kimsey

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Have on hand a list of TV shows in your area that show positive and negative attitudes on the job.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - TEACHER JUDGMENT

THE ART OF POSITIVE ATTITUDE
APPLICATION NAME:

Indicate whether the attitude statements below are positive or negative and why.

1. Accepts responsibility for mistakes.
   Positive or Negative?

   Why?

2. Complains about nearly everything.
   Positive or Negative?

   Why?

3. Unable to see the other person's point of view.
   Positive or Negative?

   Why?

4. Seldom criticizes others.
   Positive or Negative?

   Why?

5. Almost never complains.
   Positive or Negative?

   Why?

6. Rarely smiles.
   Positive or Negative?

   Why?

7. Willing to change ideas, behavior, dress when appropriate.
   Positive or Negative?

   Why?

8. List five characteristics that employers are likely to expect from employees.
   1.
   2.
   3.
   4.
   5.

9. Describe 3 examples of positive attitudes you have seen in people.

THE ART OF POSITIVE ATTITUDE
APPLICATION KEY NAME:

Indicate whether the attitude statements below are positive or negative and why.

1. Accepts responsibility for mistakes.
   Positive or Negative? positive

   Why?

2. Complains about nearly everything.
   Positive or Negative? negative

   Why?

3. Unable to see the other person's point of view.
   Positive or Negative? negative

   Why?

4. Seldom criticizes others.
   Positive or Negative? positive

   Why?

5. Almost never complains.
   Positive or Negative? positive

   Why?

6. Rarely smiles.
   Positive or Negative? negative

   Why?

7. Willing to change ideas, behavior, dress when appropriate.
   Positive or Negative? positive

   Why?

8. List five characteristics that employers are likely to expect from employees.
   1. loyalty
   2. Honesty
   3. Dependability (use own judgment on additional)
   4. Enthusiasm
   5. Cooperation

9. Describe 3 examples of positive attitudes you have seen in people.

   may vary

THE ART OF POSITIVE ATTITUDE
JOB ADVANCEMENT NAME:

Read the following example and list the words that show positive attitude on the LEFT and negative attitude on the RIGHT.

> Sara works at a self-serve gas station. She is a good worker and seldom makes mistakes at the cash register. She keeps the restrooms clean and is always there to collect money when the customer is finished. However, she gets very impatient with customers and is constantly complaining about the low pay. Sara has refused to work on a holiday when it was her turn and has been fired. She has told all her friends about how unfair it was to be fired when it was not her fault.

POSITIVE	NEGATIVE

What did Sara's employer have a right to expect from her?

code: ____________________
title: THE ART OF POSITIVE ATTITUDE
author: ____________________

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

A recent study of beginning workers who had been fired showed that 80% lost their jobs because they couldn't get along well with other people. Getting along can be learned and can be improved. To get along, read on!

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Identify the difference between a positive and negative attitude.
2. List 5 characteristics that employers expect from workers.
3. Relate 3 examples of positive attitudes you have observed in workers.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2.

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheet attached.
2. Watch a TV show such as "MASH" and record the negative attitudes related to the job. Report your finding to your class for discussion.
3. Choose an attitude you would like to improve. Make a plan for improvement.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Make a poster that will show the importance of a positive attitude on the job. Display at school or on the job.
2. Interview your boss. Find out the characteristics he/she identifies as part of a postive attitude. Report this information to class.
3. Construct a comic book teaching about improving attitudes.

THE ART OF POSITIVE ATTITUDE

If you tend to see life as being unfair to you, then you probabaly don't like people very much. If this is you, you will be happy to learn that you can change. By practice, you can do a lot to become the kind of person who likes other people and whom others like. The younger we are when we begin to exercise some control over our own personalities, the more we can do toward becoming the kind of person we would like to be.

Your attitude can show up in many ways on the job. Consider Tom's attitude:

> Tom, 18, is a waiter. He works in a restaurant known for its fine food and excellent service. He is always well groomed. He has a good memory and never makes mistakes on orders. The arithmetic is always correct on customer's checks; however, Tom does not smile easily. This, even though he is a good worker, makes him less popular with the customers; and tips usually amount to less than those received by the others. The busiest day of the year for the restaurant where Tom works is Mother's Day. Everyone is expected to work on that day. However, Tom wanted to visit his own family in Chicago on Mather's Day - so he begged the restaurant manager to let him off. Although the manager gave Tom the day off, he felt that Tom had let him down. Everyone else had to work that much harder. The manager decided to fire Tom because he can't get along with the other employees and is irritable toward the customers.

Tom was intelligent and a good worker, yet was fired. Could he have done anything to save his job?

Behavior characteristics of those who have healthy, desirable attitudes are compared in the following chart with those who have negative or poor attitudes. Study the chart and see where you fit in.

POSITIVE ATTITUDE

1. smiles easily
2. willing to change ideas, dress, behavior when appropriate
3. able to see the other person's point of view
4. almost never complains
5. accepts responsibility for mistakes
6. seldom criticizes others
7. considers what is good for or helpful to others
8. when talking with another person, looks him in the eye - but doesn't try to stare him down

9. respects the ideas and opinions of others
10. never makes excuses
11. has a variety of interests

NEGATIVE ATTITUDE

1. rarely smiles
2. unwilling to change
3. unable to see the other person's point of view
4. complains about nearly everything
5. blames others for own mistakes or shortcomings
6. very critical of others
7. thinks only of himself, "What's in it for me?"
8. unwilling or unable to look the other person in the eye
9. tries to force his ideas and opinions on others
10. often makes excuses
11. few interests, is often bored

If you can work on just one or two areas to improve your behavior, people will like you better and you will like them better.

In addition to a day's work for a day's pay, your employer will expect certain things from you. Most employers expect these things from their employers:

-- cooperation
-- honesty
-- initiative
-- willingness to learn
-- willingness to follow directions
-- dependability
-- enthusiasm
-- acceptance of criticism
-- loyalty

COOPERATION: The employer has a right to expect your full cooperation. This means that you will be cooperative with your boss and everyone else with whom you come in contact. One of the best ways to show your cooperation is to offer to help other employees if your duties are completed. In many companies there are certain tasks that nobody likes to do. The employee who will do these tasks will make a good impression and gain the cooperation of his fellow workers.

HONESTY: Being dishonest on the job can take many forms such as stealing time by coming to work a few minutes late every day or stopping work before the end of the work day. Your time during working hours belongs to your employer. Stealing this time costs him money - money that might be used in part to increase salaries or otherwise benefit you. Stealing time is probably the most costly form of dishonesty in business. Another form of dishonesty on the job is stealing company property. Several years ago I worked in an office with a young man who regularly used the office postage for his personal letters. Although he was not fired, when it came time to select a new office manager he was passed over mainly because of the dishonesty shown in his stealing postage stamps. Other employees have been fired for stealing supplies of tools.

INITIATIVE: Employers have a right to expect you to complete whatever duties you are given and then, if you haven't been told what to do next, look around to see what needs to be done and do it. Of course, you must use good judgment. Don't attempt to do work that you are not qualified to do. Exercising initiative is probably the best way to show your employer that you are capable of accepting greater responsibility - which often leads to a promotion and salary increase. If you never do any more than you get paid for, you will never get paid for any more than you do.

WILLINGNESS TO LEARN: Your employer will expect you to learn the way things are done in his company. It is worth a special effort to show an eagerness to learn everything you can about your job and the company for which you work. Those who are promoted to jobs with greater responsibility and higher salaries are usually the workers who have taken the trouble to learn about more than just their own daily tasks.

WILLINGNESS TO FOLLOW DIRECTIONS: When you are given directions about how to do your work you are expected to follow them exactly. Sometimes you may not understand the reason for doing things a certain way, but your employer has his own reason. Do the work as you are directed. After you have worked on the job for a while, you may suggest other ways of doing certain tasks if you think your ideas will be well received. Be careful about this, though. A new worker may be resented for making suggestions even if they are good ones.

DEPENDABILITY: Your employer will count on you to be on the job every day and to arrive on time. Those who come to work late - even if they are not fired - are resented by the other workers who do come to work on time. The worker who is not dependable may find it difficult to work cooperatively with others. If you are ill, call your employer and let him know about your absence as early as possible. Many workers lose their jobs because they do not take time to call their employers when they must be absent due to illness.

ENTHUSIASM: The best employees are those who like their work and show enthusiasm for it. You are fortunate indeed if you find everything connected with your work interesting, however, you will find certain things about the job that aren't interesting to you. When others ask you how you like your new job, tell them the things about it that you like. When you are interested in your work, life itself is more interesting and enjoyable.

ACCEPTANCE OF CRITICISM: Jerry was a bookkeeper in a bank. He was a good worker, always arrived on time, and almost never missed a day of work. Jerry's problem was that he could not accept criticism and benefit from it. On several occasions he made incorrect entries on his records. He was told by his supervisor that he must give more careful attention to certain details of his job. Each time this happened Jerry would sulk - not speaking or smiling for the rest of the day. This placed the supervisor under severe strain because it was difficult to criticize Jerry's work even though it was necessary. Jerry was "let go" because it took so much of the supervisor's time figuring out how to approach Jerry without hurting his feelings.

Criticism is necessary. It is the way in which the employer lets us know how he expects the job to be done. Regardless of how you may feel when another person criticizes you, you will be better off if you appear to take it good naturedly. When a friend's criticism is off base, it may be all right to laugh it off. If it is connected with your work, it is best to take your critic seriously and thank him for his attempt to help you. Think about your critic's remarks after you are alone and try to see how they can help you become a better worker. You must be able to take it, but you can't lose your own temper. Regardless of how a criticism was meant, it will be constructive or destructive depending upon how you use it. It will give you an idea of what is expected of you.

LOYALTY: You have probably heard it said that you should not bite the hand that feeds you. This certainly applies to your relationship with your employer and the company for which you work. You must be for them. Just as none of us is perfect as a person, neither is any company perfect in every way. You may not agree with everything your employer does or with some of the policies of the company, but you must not complain to your friends or try to "run down" the company which pays your salary. Employers expect their workers to keep confidential those things that pertain to the business.

If you cannot be loyal to your employer and your company, look for another job. You will not be happy working for an employer of whom you cannot speak well.

code: G-KS-82-014
title: BASIC MATH - (Figuring Discounts)
author: Rebecca Grant

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Duplicate page T2 and page T4.

Duplicate pages S4, S5, S6.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

APPLICATION

NAME:________________________

FIND THE FOLLOWING DISCOUNTS:

Regular Price	Discount	Mark Down Amount	Sale Price
(a)1. $ 10.00	15%		
2. $ 14.95	10%		
3. $ 25.00	20%		
4. $ 31.90	50%		
5. $ 99.00	75%		
(b)6. $125.00	3/4		
7. $ 15.00	1/3		
8. $ 29.64	1/2		
9. $ 74.00	1/4		
10. $ 5.00	1/3		

APPLICATION KEY

FIND THE FOLLOWING DISCOUNTS:

Regular Price	Discount	Mark Down Amount	Sale Price
(a)1. $ 10.00	15%	$1.50	$ 8.50
2. $ 14.95	10%	$1.49	$13.46
3. $ 25.00	20%	$5.00	$20.00
4. $ 31.90	50%	$15.95	$15.95
5. $ 99.00	75%	$74.25	$24.75
(b)6. $125.00	3/4	$93.75	$31.25
7. $ 15.00	1/3	$ 4.95	$10.05
8. $ 29.64	1/2	$14.82	$14.82
9. $ 74.00	1/4	$18.50	$55.50
10. $ 5.00	1/3	$1.65	$ 3.35

JOB ADVANCEMENT

NAME:____________________

Find the following discounts:

Regular Price	Discount	Mark Down Amount	Sale Price
(a)1. $ 28.00	20%		
2. $ 54.98	15%		
3. $105.00	30%		
4. $ 89.00	45%		
5. $ 2.50	10%		
(b)6. $ 73.00	1/4		
7. $ 12.75	1/3		
8. $ 69.00	1/2		
9. $147.00	3/4		
10. $ 9.83	1/4		

KEY

Find the following discounts:

Regular Price	Discount	Mark Down Amount	Sale Price
(a)1. $ 28.00	20%	$ 5.60	$22.40
2. $ 54.98	15%	$ 8.24	$46.74
3. $105.00	30%	$31.50	$73.50
4. $ 89.00	45%	$40.05	$48.95
5. $ 2.50	10%	$ .25	$ 2.25
(b)6. $ 73.00	1/4	$18.25	$54.75
7. $ 12.75	1/3	$ 4.20	$ 8.55
8. $ 69.00	1/2	$34.50	$34.50
9. $147.00	3/4	$110.25	$36.75
10. $ 9.83	1/4	$ 2.45	$ 7.38

KEY

CHANGE EACH PERCENT TO A DECIMAL. THE FIRST ONE HAS BEEN DONE FOR YOU.

PERCENT		DECIMAL
15%	15 ~~%~~	*.15*
45%		*.45*
25%		*.25*
75%		*.75*
50%		*.50*
90%		*.90*
10%		*.10*

FIGURE THE FOLLOWING DISCOUNTS. PUT THE DECIMAL POINT IN EACH ANSWER. CROSS OUT THE LAST 2 NUMBERS IN EACH ANSWER.

$12.14
x .15
$ 1.8210

$ 13.98
x .45
$6.2910

$130.98
x .25
$32.7450

$7.50
x .75
$5.6250

$10.00
x .50
$5.0000

$25.00
x .90
$22.5000

$300.00
x .10
$30.0000

ON THE LAST PROBLEM, THE DISCOUNT IS *$30.00*

SO THE SALE PRICE OF THE ITEM IS

	$300.00	cost before sale
-	30.00	discount
	$270.00	sale price

KEY

Change each percent to a decimal. Multiply to find the mark down amount. Subtract to find the sale price. The first one has been done for you.

Usual Price	Discount	Mark Down Amount	Sale Price
$ 25.00	10%	$ 2.50	$ 22.50
$ 38.00	20%	$ 7.60	$ 30.40
$145.95	30%	$43.78	$102.17
$ 43.65	25%	$10.91	$ 32.74
$640.99	50%	$320.49	$320.50
$ 99.40	30%	$29.82	$ 69.58
TOTAL: $992.99		TOTAL: $415.10	TOTAL: $577.89

HOW MUCH WOULD ALL OF THESE ITEMS USUALLY COST? $992.99

WHAT IS THE TOTAL COST OF ALL THE ITEMS DURING THE SALE? $577.89

WHAT IS THE TOTAL MARK DOWN? $415.10

Mary saw this sign and bought one sweater.

$30 SWEATERS

30% off

Jim saw this sign and bought one pair of slacks.

SLACKS

$40 Value

SAVE 40%

WHO SPENT LESS MONEY? Mary

HOW MUCH LESS? $3.00

KEY

SOMETIMES ADS SAY 10%, 20%, 30% or 50%. BUT SOMETIMES THEY LOOK LIKE THIS:

Everything in the store
1/4 off

COATS
1/3 off

Going out of Business
3/4 off

MANY SALES WILL HAVE 1/3, 1/4, 1/2, or 3/4 OFF. CHANGE THESE FRACTIONS TO PERCENTS. PUT IN THE DECIMAL. THEN THE PROBLEMS ARE THE SAME AS THOSE ON PAGE 9. THIS TABLE WILL HELP YOU.

1/3 = 33%   1/4 = 25%   1/2 = 50%   3/4 = 75%

PRACTICE DOING THESE PROBLEMS.

FRACTION	PERCENT	DECIMAL
1/3	33%	.33
1/4	25%	.25
1/2	50%	.50
3/4	75%	.75

FILL IN THE BLANKS.

USUAL COST	DISCOUNT	PERCENT	DECIMAL	MARK DOWN AMOUNT	SALE PRICE
$ 18.44	1/3	33%	.33	$6.08	$12.36
$ 20.50	1/4	25%	.25	$5.12	$15.38
$ 19.63	1/2	50%	.50	$9.81	$ 9.82
$125.00	3/4	75%	.75	$93.75	$31.25
$ 73.44	1/3	33%	.33	$24.23	$49.21
$184.92	1/4	25%	.25	$46.23	$138.69
TO $441.93			TOTALS:	$185.22	$256.71

HOW MUCH WOULD THESE ITEMS USUALLY COST? $441.93

HOW MUCH DO THEY COST DURING THE SALE? $256.71

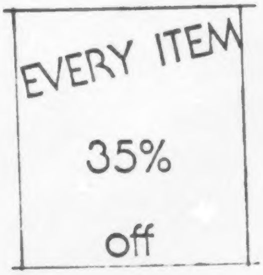
HOW MUCH HAS BEEN MARKED OFF? $185.22

code: G-KS-82-014
title: BASIC MATH (Figuring Discounts)
author: Rebecca Grant

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER



Do you encounter these advertisements at work?
Do you know how to figure discounts?

If you have trouble with discounts and percentages, this packet is for you.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Figure percentage discounts.
2. Change fractions to percents.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read information page on figuring discounts.
2. Complete the three worksheets on figuring discounts. After completing each one, ask your HERO instructor for the answer sheet.
3. Visit a store and notice types of discounts used. Figure what your savings would be on at least 3 items.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** *EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Show another class member how to figure percentage discounts.

INFORMATION SHEET

SWEATERS
REGULARLY $14.98
SAVE 20%
BUY NOW!!!!

Mary L. Bennally works at Many Farms Trading Post where they are having a big sale! Mary realizes she must be able to figure discounts. Her first customer buys a sweater that is to be reduced by 20%. To figure the discount, multiply and subtract.

TAKE AWAY THE % SIGN: $20\cancel{\%}$

PUT A DECIMAL POINT IN FRONT OF THE 2: .20

THEN MULTIPLY. COST OF SWEATER

$$\begin{array}{r} \$14.92 \\ \times\quad .20 \\ \hline 0000 \\ 2996 \\ \hline \$29960 \end{array}$$

COUNT THE DECIMAL PLACES IN THE PROBLEM:

$$\begin{array}{r} \$14.\overset{\checkmark}{9}\overset{\checkmark}{3} \\ \times\quad .\overset{\checkmark}{2}\overset{\checkmark}{0} \\ \hline \$2.9960 \end{array}$$

PUT 4 DECIMAL PLACES IN THE ANSWER.

CROSS OUT LAST TWO NUMBERS. $\$2.99\cancel{60}$

WHAT IS THE AMOUNT OF THE DISCOUNT? $2.99

THE SWEATER REGULARLY COSTS $14.98. FOR THE SALE, YOU SAVE 20% or $2.99

$14.98	cost of sweater
2.99	money saved

For this sale you pay -- $11.99 -- cost of sweater after discount

NAME: ______________________

CHANGE EACH PERCENT TO A DECIMAL. THE FIRST ONE HAS BEEN DONE FOR YOU.

PERCENT		DECIMAL
15%	15 ~~%~~	____________
45%		____________
25%		____________
75%		____________
50%		____________
90%		____________
10%		____________

FIGURE THE FOLLOWING DISCOUNTS. PUT THE DECIMAL POINT IN EACH ANSWER. CROSS OUT THE LAST 2 NUMBERS IN EACH ANSWER.

$$\begin{array}{r}\$12.14\\ \times\ \ .15\\ \hline\end{array}\qquad\begin{array}{r}\$\ 13.98\\ \times\ \ .45\\ \hline\end{array}\qquad\begin{array}{r}\$130.98\\ \times\ \ .25\\ \hline\end{array}$$

$$\begin{array}{r}\$7.50\\ \times\ \ .75\\ \hline\end{array}\qquad\begin{array}{r}\$10.00\\ \times\ \ .50\\ \hline\end{array}\qquad\begin{array}{r}\$25.00\\ \times\ \ .90\\ \hline\end{array}$$

$$\begin{array}{r}\$300.00\\ \times\ \ .10\\ \hline\end{array}$$

ON THE LAST PROBLEM, THE DISCOUNT IS ______________________

	$300.00	cost before sale
SO THE SALE PRICE OF THE ITEM IS	- 30.00	discount
	____________	sale price

NAME:________________________

Change each percent to a decimal. Multiply to find the mark down amount. Subtract to find the sale price. The first one has been done for you.

Usual Price	Discount	Mark Down Amount	Sale Price
$ 25.00	10%	__________	________
$ 38.00	20%	__________	________
$145.95	30%	__________	________
$ 43.65	25%	__________	________
$640.99	50%	__________	________
$ 99.40	30%	__________	________
TOTAL:________		TOTAL: __________	TOTAL:________

HOW MUCH WOULD ALL OF THESE ITEMS USUALLY COST? ____________________

WHAT IS THE TOTAL COST OF ALL THE ITEMS DURING THE SALE? ________________

WHAT IS THE TOTAL MARK DOWN?________________________________

Mary saw this sign and bought one sweater.

$30 SWEATERS

30% off

Jim saw this sign and bought one pair of slacks.

SLACKS

$40 Value

SAVE 40%

WHO SPENT LESS MONEY?____________________

HOW MUCH LESS?__________________________

NAME:______________________________

SOMETIMES ADS SAY 10%, 20%, 30% or 50%. BUT SOMETIMES THEY LOOK LIKE THIS:

Everything in the store
1/4 off

COATS
1/3 off

Going out of Business
3/4 off

MANY SALES WILL HAVE 1/3, 1/4, 1/2, or 3/4 OFF. CHANGE THESE FRACTIONS TO PERCENTS. PUT IN THE DECIMAL. THEN THE PROBLEMS ARE THE SAME AS THOSE ON PAGE 9. THIS TABLE WILL HELP YOU.

1/3 = 33%	1/4 = 25%	1/2 = 50%	3/4 = 75%

PRACTICE DOING THESE PROBLEMS.

FRACTION	PERCENT	DECIMAL
1/3	______	______
1/4	______	______
1/2	______	______
3/4	______	______

FILL IN THE BLANKS.

USUAL COST	DISCOUNT	PERCENT	DECIMAL	MARK DOWN AMOUNT	SALE PRICE
$ 18.44	1/3	______	______	______	______
$ 20.50	1/4	______	______	______	______
$ 19.63	1/2	______	______	______	______
$125.00	3/4	______	______	______	______
$ 73.44	1/3	______	______	______	______
$184.92	1/4		TOTALS:	______	______
______					

TOTAL:

HOW MUCH WOULD THESE ITEMS USUALLY COST? ____________________
HOW MUCH DO THEY COST DURING THE SALE? ______________________
HOW MUCH HAS BEEN MARKED OFF? ______________________________

code: G-HRel-82-015
title: OVERCOMING BARRIERS TO UPWARD COMMUNICATION
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Run off pages T2 and T4.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

APPLICATION

NAME_______________

1. What is a barrier?

2. List the three barriers to effective upward communication.

   a.

   b.

   c.

3. Give two examples of ways to overcome these barriers.

   a.

   b.

APPLICATION KEY NAME______________

1. What is a barrier?

   something that blocks the effective transmittal of a communication.

2. List the three barriers to effective upward communication.

   a. *fear of the manager*

   b. *information overload*

   c. *negative influence of other people*

3. Give two examples of ways to overcome these barriers.

   a. *fear of manager - recognize fear and test assumptions*

   b. *information overload - tell employer you have a serious problem and ask exactly what he/she is going to do about it*

   negative influence of other people - think positive, don't make negative generalizations, realize managers make mistakes, do not take negative statements as fact

OVERCOMING BARRIERS TO UPWARD COMMUNICATION
JOB ADVANCEMENT

NAME______________________________

TRUE or FALSE - place a T in the space in front of the TRUE statements and an F in the space in front of the FALSE statements.

______ 1. A communication barrier is something that blocks effective communication.

______ 2. Giving positive feedback is a barrier to effective communication.

______ 3. Giving negative feedback may be inhibited because of an employee's fear of an employer.

______ 4. To overcome barriers to effective communication a person must first recognize that a barrier exists.

______ 5. An assumption is based on facts.

______ 6. Fear of an employer is often caused by assumptions held by an employee.

______ 7. Asking an employer questions will clarify assumptions employees hold about a job.

______ 8. Distorting negative feedback means that an employee hides the true facts from an employer.

______ 9. When an employee conceals negative feedback he/she changes its appearance.

______ 10. Distorting negative feedback keeps an employer informed of a job situation.

______ 11. Fear of being embarrassed can cause employees to distort negative feedback.

______ 12. Information overload occurs when a person has too much on his/her mind to listen.

______ 13. To overcome information overload with an employer you should ask your employer about decisions you could make on your own.

______ 14. It is difficult to identify people who are negative thinkers.

______ 15. Whenever possible, make negative generalizations to your employer.

______ 16. Employers can make mistakes.

______ 17. To avoid the negative influence of others you should try to continually think positive.

OVERCOMING BARRIERS TO UPWARD COMMUNICATION
JOB ADVANCEMENT

NAME KEY

TRUE or FALSE - place a T in the space in front of the TRUE statements and an F in the space in front of the FALSE statements.

T 1. A communication barrier is something that blocks effective communication.

F 2. Giving positive feedback is a barrier to effective communication.

T 3. Giving negative feedback may be inhibited because of an employee's fear of an employer.

T 4. To overcome barriers to effective communication a person must first recognize that a barrier exists.

F 5. An assumption is based on facts.

T 6. Fear of an employer is often caused by assumptions held by an employee.

T 7. Asking an employer questions will clarify assumptions employees hold about a job.

T 8. Distorting negative feedback means that an employee hides the true facts from an employer.

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F 13. To overcome information overload with an employer you should ask your employer about decisions you could make on your own.

T 14. It is difficult to identify people who are negative thinkers.

F 15. Whenever possible, make negative generalizations to your employer.

T 16. Employers can make mistakes.

T 17. To avoid the negative influence of others you should try to continually think positive.

code: G-HRel-82-015
title: OVERCOMING BARRIERS TO UPWARD COMMUNICATION
author: Patti Schmalzel

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

Fear, concealment, distortion and negative thinking.

These are just a few barriers to effective communication with a boss.

How do you overcome a communication barrier?

Read on!

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Understand the reasons for barriers in upward communication.
2. Identify ways to make effective communication possible between you and your employer.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read information sheets titled "Overcoming Barriers to Effective Upward Communication" pages S3 and S4.

2. Do activity sheet titled "Half Full or Half Empty" on page S5.

3. Interview an employer on barriers to effective upward communication. Some sample questions are on page S6 titled "Interview Sheet". Add more questions of your own.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Keep a log of the barriers to effective upward communicatio that you can identify at your job.

2. Invite your employer in to speak to the class about barriers to effective upward communication.

OVERCOMING BARRIERS TO EFFECTIVE UPWARD COMMUNICATION

A communication barrier is something that blocks an effective communication. In cummunication, many managers feel that employees do not keep them informed. Many employees feel that the major barrier is that managers will not listen to them. In actuality, these barriers are caused largely bacause of human problems. These problems can be grouped into three major barriers to effective upward communications.

FEAR OF THE MANAGER - Giving positive feedback to managers is not a barrier to effective communication. The barrier arises when employees give negative feedback to employers. The reasons for withholding negative feedback from employers are many. Some employees are simply shy and nervous around their employers. Others are uncertain of the reactions they will receive from their employers. To overcome fear of a manager requires two specific actions. First, an employee must recognize that a barrier exists. If an employee is not keeping an employer notified of information that is relevant to the working situation because the employee is afraid of what the employer will say or do, this barrier needs to be recognized. After an employee recognizes that fear is creating a barrier in the communication, the employee should become aware of the false assumptions that underlie the fear. An assumption is a belief that is thought to be true but cannot be proven to be true by facts. To take action to overcome fear of an employer it is necessary to first make as few assumptions as possible. Next, it is necessary for employees to test the assumptions that are still held to determine if they are true or false. This requires asking questions to clarify if the assumption is true or false. To avoid giving negative feedback, many people distort or conceal their true negative feelings. Concealing means hiding the information and distorting is the process of changing the information so that the appearance of it is different. People distort and conceal their true feelings for two reasons. First, it is easier to give positive feedback than negative feedback. Second, because we are afraid of hurting someone else's feelings, we often do not let our true feelings out. If employees give negative feedback, they have the fear that they may be penalized, embarrassed or labeled as emotional or weak. All these reasons may be false assumptions which underlie the fear of an employer. The employee should recognize this fear and overcome it by expressing their true feelings.

INFORMATION OVERLOAD - This occurs when an employer has too much incoming and outgoing communication. A communication breakdown occurs because managers become overloaded with information. If an employer seems too busy, an employee may find it hard to communicate because the employer appears to be listening but is really concentrating on another problem. To overcome this barrier, an employee should tell the employer that he/she has a serious problem to discuss. Next, ask the employer exactly that he or she is going to do to solve the problem. This means that the problem an employee has should be one that he/she cannot solve alone.

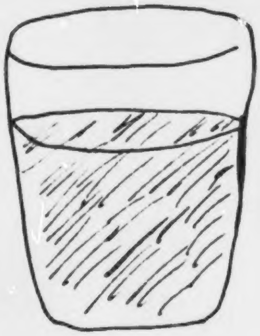
THE NEGATIVE INFLUENCE OF OTHER PEOPLE - Many people are susceptible to the negative influence of the thinking of others. They listen to and believe the negative thoughts another person says. Because it is hard to identify the negative influence of others, it is only possible to clearly recognize it in ourselves. Because of this, your thinking may be a barrier to effective upward communication. To take action against negative thinking try to continually think positive. Remember that managers do make mistakes and should be given another chance just as you would deserve another chance. Try to be alert to negative generalizations or broad statements that others make. If you hear a negative statement from a fellow employee, get a second opinion before passing it along as fact. Last, if you have trouble in identifying whether the upward communication at your job is working, assume that it is not and take action!

NAME________________________

HALF FULL OR HALF EMPTY

Look at the following picture and ask 5 people to answer as to whether the glass is half full or half empty of liquid. Record the number of responses in the boxes below.

☐ HALF FULL



☐ HALF EMPTY

This illustrates how people see the same thing differently. Give an example of an incident from school or work which illustrates how people can view the same thing in different ways.

Why do you think people view the same things differently?

INTERVIEW SHEET

Name______________________________

Interviewed_______________________

Name of business__________________

Job title_________________________

1. What do you feel are the major barriers to effective communication between you and your employees?

2. How do you avoid creating barriers between you and your employees?

3. Do you feel your employees are afraid to sepak with you about business matters? Do you feel they are comfortable in speaking with you? Why?

4. Do you ever feel as though you are too busy to listen to your employees?

5. What do you do to try to make time if an employee has a serious problem?

6. Add your own questions.

code: G-HRel-82-016
title: USING THE TELEPHONE
author: Katie Powell

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP. EQUIPMENT: Cassette Tape Recorder, 4 tapes.

ALSO: Duplicate telephone message sheet - T9.
Record various telephone conversations (male & female) - T7, T8.
Duplicate Application and Job Advancement - T2, T3.
Make tape for Job Advancement - T4.
Record the voice evaluation paragraphs - T7.
Run off voice evaluation sheets - T5.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) -

USING THE TELEPHONE
APPLICATION

NAME:

1. List the characteristics of a good telephone voice.

2. What is the most important characteristic of a telephone voice?

3. List the points to remember when taking a phone message.

USING THE TELEPHONE
APPLICATION KEY

NAME:

1. List the characteristics of a good telephone voice.

    a. smile
    b. low-pitched
    c. adequate volume
    d. pronounce words clearly
    e. enunciate properly
    f. moderate rate of speech
    g. voice inflection

2. What is the most important characteristic of a telephone voice?

    smile

3. List the points to remember when taking a phone message.

    get information accurately and complete - every messsage is important

USING THE TELEPHONE
JOB ADVANCEMENT

NAME: ____________________

Using the tape provided by your instructor, take the phone message.

Using the techniques learned in the information sheets, record the following information using your best telephone voice:

Good morning. My name is ______________________________.
(insert your name)

I am a member of the ____________________________ HERO Co-op
(school's name)
class, and I am practicing my telephone voice. I was born ____________
(month)
____________ in ________________, _______________.
(date) (city) (state)

My hobbies include ____________________, ________________ and
____________________.

TELEPHONE CONVERSATION: RECORD FOR JOB ADVANCEMENT

Telephone Receptionist: "Good Morning. Brace Construction. I'm Kathy.
May I help you?"

Caller: "Yes, may I speak to Rance Lake?"

T.R.: "I'm sorry, sir, he is out of the office for the day. May I help you?"

Caller: "No, I don't think so."

T.R.: "I'm sorry, sir, may I take a message?"

Caller: "Yes. Have him call Grant Wisdom."

T.R.: "Yes, Sir, and your number?"

Caller: "214 / 628-4430."

T.R.: "214 / 628-4430?"

Caller: "Yes, that's right."

T.R.: "May I say why you called?"

Caller: "Yes. It concerns the specificiations for the construction cement
on the housing development in Clement Heights."

T.R.: "Yes, sir, may I repeat that message?" (repeat message)

Caller: "Yes, that's right."

T.R.: "Thank you sir. Good bye.

TELEPHONE SPEECH # ______________

JUDGING THE TELEPHONE VOICE

	GOOD	UNACCEPTABLE
SMILE		
LOW-PITCHED		
ADEQUATE VOLUME		
VOICE INFLECTION		
WORDS PRONOUNCED		
PROPER ENUNCIATION		
MODERATE RATE		

VOICE EVALUATION PARAGRAPH

Read the paragraphs and record them.
Pretend you are using the phone.
Teacher: Incorporate the characteristics of a good phone voice in the recording. Read in one minute.

1.) The morning of May 21 was clear and cool, a perfect day out at Russell Olson's 640-acre Rolling Acres farm, Bassett, Wisconsin. But at 9:30 a.m. Olson saw smoke pouring out of his huge four-story, ultramodern barn and heard the terrified bellowing of a pure-bred Hereford bull that was inside. The bull was rescued, but the barn, packed with 160 tons of hay, went up like a torch, spewing flames 150 feet into the sky. Five volunteer fire companies, from the nearby towns of Antioch, Silver Lake, Twin Lakes, Trevor and Wilmot, battled the fire for 24 hours and, said farmer Olson gratefully, "did a wonderful job." Although the $192,000 barn was leveled and two of the four silos were badly damaged, the fire laddies had saved his home, a granary, a corncrib, a bull barn and a machinery shed - another example of the fine work done any hour, any day, by the members of 12,000 volunteer fire companies around the country.

2.) As a carefree youth a quarter of a century ago, I bicycled across my native Wyoming and through the magnificent Yellowstone and Grand Teton National Parks. This exhilarating experience helped kindle a deep and enduring love for our national parks and for the scenic wonders of America.

Never did I imagine that one day I would return to these great parks, not as a casual visitor but as a chief steward of one-third of America's land - including her national parks.

Recently, when I did return to Yellowstone and Grand Teton, it was an opportunity for me to recreate the joys of my early odyssey in the parks.

It also was an occasion for sober reflection upon the meaning of my stewardship responsibilities.

We Americans are blessed with the human and natural resources to build a great nation. This blessing carries with it a responsibility for good stewardship. This earth that sustains mankind must provide for untold generations to come.

SCRIPTS FOR TAPES - TELEPHONE USE

(Telephone Receptionist = TR)

TR: Good afternoon, Mrs. Sander's office, Evelyn speaking. May I help you?

Caller: Yes, may I speak to Ms. Sanders?

TR: I'm sorry, she is away from her desk at the present time. May I help you?

Caller: I'm calling regarding the advertisement for tire bids.

TR: I'm sorry, I do not have any information. May I take a message or have her call you?

Caller: Yes, please have her return my call.

TR: Yes, sir. Your name please? Mike Sales? And your number? Area code 505-626-6060. Will you be in all afternoon? Okay, she needs to call you before three, and you are inquiring about the tire bids. Yes, sir, I'll see she gets the message.

TR: Good afternoon, Mr. Allen's Office, Amy speaking, may I help you?

Caller: Yes, I'm Oscar Winston and I'm calling regarding the position advertised in the Denver Post for a business manager in your school district. May I speak with Mr. Allen?

TR: I'm sorry Mr. Allen is out of the office for the afternoon. May I take your number and have him call you?

Caller: I need to talk to him immediately.

TR: I'm sorry sir, he will not be back in touch with the office until tomorrow morning. May I take a message?

Caller: Well, yes. Have him call me first thing tomorrow.

TR: Yes, sir, will you spell that last name for me?

Caller: Winston.

TR: That first name was Oscar?

Caller: Yes.

TR: And your number is?

Caller: 303-738-6943.

TR: Yes, sir. Will you be in all morning?

Caller: Yes, but have him call me early.

TR: I'm sure he will return your call as early as possible

Caller: Okay, thank you.

TR: Thank you, sir.

TR: Good morning, Mr. Jake's office. Charlene speaking. May I help you?

Caller: May I speak to Mr. Jake?

TR: I'm sorry he isn't in. May I take a message.

Caller: Yes, have him call 620 - 555-1212.

TR: May I have your name sir?

Caller: Yes, Artie.

TR: And your last name?

Caller: Just Artie will be okay.

TR: May I say why you called?

Caller: That's okay. Just say I called.

TR: Yes, sir.

Caller: Thanks. Good Bye

TR: Good bye.

TELEPHONE MESSAGE

FOR: ____________________

FROM: ____________________

NUMBER: ____________________
Area Code Number Extension

☐ Telephoned ☐ Will Call Again

☐ Call ☐ Called to See You

☐ Returned Call ☐ Wishes Personal Interview

MESSAGE: ____________________

DATE: __________ TIME: __________ TOOK CALL: __________

code: G-HRel-82-016
title: USING THE TELEPHONE
author: Katie Powell

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

The telephone is one of the most used methods of communication available. The proper use of the telephone can make or break a company or organization. Do you want to be blamed for the destruction of an organization? If you want to be an asset or to advance on the job, then do this HERO HELP.

Job Competency

When you have completed this HERO-HELP you will be able to:

List the characteristics of a good telephone voice.

Demonstrate the correct way of taking a phone message.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

Read the attached information.
Listen to the tape of the various readings of the paragraphs and rate the various phone voices.
Record your voice and check its "phoneability". Record until you are satisfied with your phone voice.
Using the tape provided and the message sheets provided, take the phone messages off the tape.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Do research on the importance of the phone in business.

TELEPHONE USE -- INFORMATION SHEET

VOCABULARY:

1. Enunciation - to pronounce words, especially distinctly.
2. Voice inflection - an alteration in pitch or tone of the voice.

One of the most important facts to remember about a telephone conversation is to smile. Answer the phone or place calls with a smile in your voice and the easiest way to do this is to smile.

A good telephone voice is one that is low-pitched with adequate volume. The words must be spoken clearly and with good enunciation. Voice inflection also aids in a good telephone voice. One should use a moderate rate of speech over the phone, approximately 160 words per minute. Pronounce words distinctly. If you are instructed to take phone calls where you are employed, it is your responsibility to be sure the phone does not ring more than 3 times. Be sure the person on the phone knows who they are speaking with. Observe all the points already mentioned and remember it is important that the person making the call is the one to end the conversation. When a person calls, a variety of things can be done. It is your duty to discuss what is best. If the person the call is for is available, it can be transferred if you have not been instructed otherwise.

In some instances you will be able to provide the needed information. Be sure it is accurate and complete. If the person the phone call is for is out and you cannot provide the proper information,a message must be taken. When taking a message, be sure to get the information accurately and completely. Be sure names are correct. If unclear or uncertain about spelling, be sure and ask for proper spelling. Be sure the content of the message is complete. Write key words and fill in the message before repeating for accuracy. Get numbers correct if the call is to be returned. Every message is IMPORTANT.

code: G-KS-82-017
title: JOB INTERVIEW
author: Katie Powell

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

If desired: Entering the World of Work, or your related class textbook.
Duplicate Application.
Duplicate Job Advancement.
Be sure "Dressing for the Interview" HERO HELP is available and ready to use.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

JOB INTERVIEW
APPLICATION NAME: ____________________

1. Do not drop in for an interview without ____________________ for it.

2. Know what ____________________ you would like to apply for.

3. List four things you must take to an interview.
   a.
   b.
   c.
   d.

4. The interviewer's first impression is usually based on ____________________.

5. Who is the best person to take with you when you go for a job interview?

6. What is the magic number (time-wise) when arriving for an interview?

7. How do you find out how much the job pays if the interviewer does not mention it?

8. One question you might ask at a job interview is: What are the ________ you will have on this job?

9. List four reasons why people might not be hired for a job.
   a.
   b.
   c.
   d.

JOB INTERVIEW
APPLICATION KEY NAME:

1. Do not drop in for an interview without preparing for it.

2. Know what job you would like to apply for.

3. List four things you must take to an interview:
   a. pen and pencil
   b. social security card
   c. work permit
   d. an information sheet to help fill out the application

4. The interviewer's first impression is usually based on how you look.

5. Who is the best person to take with you when you go for a job interview?
   nobody

6. What is the magic number (time-wise) when arriving for an interview?
   5 minutes early

7. How do you find out how much the job pays if the interviewer does not mention it? ask the interviewer

8. One question you might ask at a job interview is: What are the responsibilities you will have on this job?

9. List four reasons why people might not be hired for a job.
   a. may be a variety of answers
   b.
   c.
   d.

JOB INTERVIEW
JOB ADVANCEMENT NAME: ______________________________

1. Do not drop in for an interview without ______________________________ for it.

2. Know what ____________________ you would like to apply for.

3. List four things you must take to an interview.
   a.
   b.
   c.
   d.

4. The interviewer's first impression is usually based on ________________________.

5. Who is the best person to take with you when you go for a job interview?

6. What is the magic number (time-wise) when arriving for an interview?

7. How do you find out how much the job pays if the interviewer does not mention it?

8. One question you might ask at a job interview is: What are the _ you will have on this job?

9. List four reasons why people might not be hired for a job.
   a.
   b.
   c.
   d.

JOB INTERVIEW
JOB ADVANCEMENTKEY

NAME: ______________________

1. Do not drop in for an interview without preparing for it.

2. Know what job you would like to apply for.

3. List four things you must take to an interview:
   a. pen and pencil
   b. social security card
   c. work permit
   d. an information sheet to help fill out the application

4. The interviewer's first impression is usually based on how you look.

5. Who is the best person to take with you when you go for a job interview?
   nobody

6. What is the magic number (time-wise) when arriving for an interview?
   5 minutes early

7. How do you find out how much the job pays if the interviewer does not mention it? ask the interviewer

8. One question you might ask at a job interview is: What are the responsibilities you will have on this job?

9. List four reasons why people might not be hired for a job.
   a. may be a variety of answers
   b.
   c.
   d.

code: G-KS-82-017
title: JOB INTERVIEW
author: Katie Powell

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

The rules for a job interview are just as important as the rules for playing a game of tennis. If you learn the rules, you can make the right play at the right time; WIN the game --- GET THE JOB!

Job Competency

When you have completed this HERO-HELP you will be able to:

Successfully complete a job interview and analyze the results.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T2 *.*

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheet.
2. Complete the problem sheet attached to this HERO HELP.
3. Review the HERO HELP "Dressing for an Interview".
4. Set up a practice job interview with your instructor. Use the form provided to evaluate your interview on page S6.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP. Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Draw a cartoon showing a poor job interview.
2. Invite a community employer to speak to your class about interview pointers.
3. Prepare a poster or bulletin board showing how to get ready for an interview.
4. Present a skit or videotape to the class illustrating a bad and a good interview.

PREPARING FOR AN INTERVIEW

The employment interview is the most important step in finding a job. What occurs in the 15 to 30 minutes it takes for an interview may determine the direction of your future career.

When preparing for an interview you will practice filling out an application, have prepared a resume and maybe a portfolio, secured strong references and know something about the company. Before you leave for your interview you will need to check your appearance (after this packet, do the HERO-HELP "Dressing for the Interview".) You want to make a good impression on the interviewer as you know the employer is interested in hiring someone for the job who is neat, well organized and polite. Be sure you have the following: 1) a pen and pencil, 2) your social security number, 3) information sheet or resumé, 4)work permit if required (your school counselor or work experience coordinator can advise you.)

It is extremely important to arrive early - about five minutes is a good rule. When you arrive, the first person you speak with is usually the receptionist or the interviewer's secretary. You must be very cooperative with this person as he/she may be asked an opinion about you by the employer after you are gone.

When you walk into the interviewer's office, you may be introduced by the receptionist or secretary. If not, then you should introduce yourself by saying something like, "I'm John Grant, and I'm interested in the job as trainee in your bank." You should speak clearly and loudly enough to be heard - and you should smile.

If the interviewer does not ask you to sit down, then you must stand during the interview. When you sit, sit alertly. Don't slouch. Although you will feel nervous at the beginning, you will become more relaxed after the interview has begun. Your eyes should meet the interviewer's eyes regularly. Some people do not trust a person who can't look them in the eye. If you are carrying a purse or a book with you, keep it beside you. Try to keep your hands quiet. Do not lean on the interviewer's desk or try to read papers on the desk. You know, of course, that you should not chew gum or smoke.

Show that you are interested in the company. This is easy if you have thought about two or three questions to ask about the company. These could be about a service or product, the number of employees, etc. You may be asked to talk with someone in the company besides the interviewer. This might be a department head or someone with whom you would be working if you are hired. If so, it usually means that the interviewer thinks that you would be a good worker. Your chances of being hired are good.

When the interview is over - go! If you have given the interviewer your qualifications, and they seem to have run out of questions, the interview is over. If you have not been offered the job, it is all right to ask whether you will be called or if you may call back in a few days to learn the interviewer's decision. Say "thank you" and leave. If you pass the receptionist or the secretary, thank her too.

QUESTIONS TO EXPECT DURING THE INTERVIEW:

-- Are you looking for permanent or temporary employment?
-- Why would you like to work here?
-- What do you want to be doing in five years? In ten years?
-- What subjects in school did you like best? Least?
-- What qualifications do you have for this job?
-- How do you spend your spare time?
-- What magazines do you read?
-- What is your main strength? Your main weakness?
-- Do you prefer working alone or with others?
-- Do you have any debts?
-- Do you smoke?
-- Have you had any serious illnesses?
-- How do you feel about working overtime?
-- What grades did you get in your school work?
-- How did you become interested in this job?
-- When can you begin work?
-- Did you attend school regularly? How many days were you out last year?
-- What salary do you expect?
-- What jobs have you had? Why did you leave?

WHY PEOPLE AREN'T HIRED:

-- Poor personal appearance
-- Inability to express himself clearly - poor voice, diction, grammar
-- Lack of interest, enthusiasm, confidence, and poise.
-- Unwilling to start at the bottom - expects too much too soon.

- Lack of tact
- Lack of courtesy - ill mannered
- Criticism of past employers
- Fails to look interviewer in the eye
- Indecision
- Sloppy application blank
- Wants job only for short time
- No interest in company or in industry
- Low moral standards
- Lazy
- Inability to take criticism

(Negative Factors Evaluated During the Employment Interview and which Frequently Lead to Rejection of the Applicant, in Order of Frequency as reported by 153 Companies Surveyed by Frank S. Endicott, Director of Placement, Northwestern University).

JOB INTERVIEW
EVALUATION SHEET

NAME:

Go for a job interview or practice a job interview with your teacher.

Analyze the interview when you get back by answering the following questions and returning them to the instructor.

1. Did you have everything you needed to apply for the job?

2. Did you get the job?

3. Were you dressed appropriately?

4. On time?

5. What questions did you have trouble answering?

6. Are you going to take the job, if offered?

7. How can you improve?

code: G-HRel-82-018

title: YOU AND YOUR BOSS

author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Copy off pages T2, S5, and S6 for your students.
2. Have available books on supervision if possible.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

APPLICATION Use short statements to answer questions

1. List eight (8) expectations your employer has of you.

2. List five (5) ways you can meet your employer's expectations.

3. List eight (8) expectations you have of your employer.

YOU AND YOUR BOSS

APPLICATION ANSWERS Use short statements to answer questions

1. List eight (8) expectations your employer has of you.

Any of the following: *respect, support of his people, loyal followers, willingness, ability to enforce company policies, carry out decisions with proper attitudes, get along with co-workers, demonstrate resourcefulness, initiative, keep him/her informed*

2. List five (5) ways you can meet your employer's expectations.

Find a better way to do a job, finish all work you say you will finish, keep all information to your employer positive, be a contributing member, keep meetings short and simple with your employer.

3. List eight (8) expectations you have of your employer.

Any of the following: *respect, loyalty, constructive criticism, fair evaluations, essential guidance, a constant flow of necessary information, recognition for jobs well done, a good example, training for growth and development.*

JOB ADVANCEMENT

NAME________________________

DIRECTIONS: Put an E in front of the expections your employer has of you or a Y in front of the expectations you have of your employer. Some of the expections may beed both an E and Y in the space because you will both expect them of each other.

E = expect of employer
Y = employer expects of you

____1. Support of team members
____2. Respect
____3. Loyalty
____4. Loyal followers
____5. Willingness to work
____6. Ability to enforce company policies
____7. Carry out decisions with the proper attitudes
____8. Essential guidance
____9. Training for growth and development
____10. Get along with co-workers
____11. Recognition for jobs well done
____12. A good example
____13. Initiative
____14. Keep him/her informed
____15. Constructive criticism
____16. Fair evaluations
____17. A constant flow of necessary information

Provide an example of an incident that occured to you on-the-job that showed you used each of the following ways to meet your employer's expectations.

18. Finding a better way to do a job-

19. Finishing all work you say you will do-

20. Keeping all information to your employer positive-

21. Being a contributing member-

22. Keeping meetings short and simple-

JOB ADVANCEMENT
ANSWERS

NAME____________________

DIRECTIONS: Put an E in front of the expections your employer has of you or a Y in front of the expectations you have of your employer. Some of the expections may beed both an E and Y in the space because you will both expect them of each other.

E = expect of employer
Y = employer expects of you

E 1. Support of team members
E Y 2. Respect
E 3. Loyalty
E 4. Loyal followers
Y 5. Willingness to work
E 6. Ability to enforce company policies
Y 7. Carry out decisions with the proper attitudes
E 8. Essential guidance
E 9. Training for growth and development
Y 10. Get along with co-workers
E 11. Recognition for jobs well done
E Y 12. A good example
Y 13. Initiative
Y 14. Keep him/her informed
E 15. Constructive criticism
E 16. Fair evaluations
Y 17. A constant flow of necessary information

Provide an example of an incident that occured to you on-the-job that showed you used each of the following ways to meet your employer's expectations.

18. Finding a better way to do a job-

Check that examples match - these will vary

19. Finishing all work you say you will do-

20. Keeping all information to your employer positive-

21. Being a contributing member-

22. Keeping meetings short and simple-

code: G-HRel-82-018
title: YOU AND YOUR BOSS
author: Patti Schmalzel

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

"He profits most who serves best." (Motto for Rotary International, Arthur F. Sheldon, 1868-1935). How is this statement true in relation to work? Your role as an employee may be difficult at times. Sometimes you may feel as though there is no way you can please your employer, at other times you feel as though you are a valuable, indispensable employee. These feelings may be generated from how your boss interacts with you. To understand more about your employer's role in working with you, complete this package.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. List eight expectations your employer has of you.
2. List five ways you can meet your employer's expectations.
3. List 8 expectations you have of your employer.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheet titled "You and Your Boss" on pages 4 and 5.
2. Interview your supervisor or any other employer using the interview guide on page 6.
3. Assess your attitude about management by answering the questions outlined in the activity sheet titled "My Attitudes about Management" on page 7.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP. Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Keep a log of incidents from your job where you met your employer's expectations or your employer met your expectations.
2. Visit your local library to read books on Supervision. Write a paper on what you learned.
3. Ask your employer in as a guest speaker to talk about what he/she looks for in an effective employee.
4. Write a summary of how you have improved meeting your employer's expectations.

YOU AND YOUR BOSS

As an employee, you are concerned with maintaining the all-important personal relationship that you must develop and maintain with your employer. Questions that you may be seeking answers for might be: What does my employer expect from me as an effective employee? How can I win my employer's confidence? What do I have the right to expect from my employer? Your employer's position is similar to yours, yet different. Your employer possesses a broader perspective about work and is much closer to higher management decisions than you are. Although you may not always receive the "why" behind them, you are expected to obey and support the decisions your employer makes.

What the Boss Expects-Primarily, most managers expect their employees to be loyal followers. Your boss, like yourself, needs the respect and support of his people. Your employer must be able to count on your willingness and ability to enforce company policies and standards. He/she is relying on you to carry out decisions with the proper attitudes. You must not let your employer down. In the eyes of your co-workers, your employer's reputation is as important to them as your own. They have a right to believe that they have good leadership, that their boss and his/her boss consistently exercise good judgement. Don't let any action or inference on your part jeopardize your employer's reputation. Your boss expects you to get along with your co-workers. If you are able to resolve your disputes on your own, without arguments and displays of temper, you demonstrate resourcefulness. By developing and maintaining a cooperative spirit, you open channels through which aid and advice will flow. Initiative is an extremely important characteristic for any employee to possess. Are you the kind of employee who waits for orders or instructions before acting? If you are, you lack this essential quality. Unless you are completely at a loss as to what you should do, you should act. Finally, your boss expects you to keep him informed. What you know about essential operations he/she should know also. Nothing can injure you quite as effectively as for the boss to be suprised to find out about something secondhand. You can make him look awfully stupid if you fail in your duty to keep him/her abreast of what is going on at work. Share what you know about your work situation without betraying any confidences.

Improving Your Effectiveness as an Employee-If you meet your employer's expectations, you are well on your way toward gaining his/her confidence. Learn from your mistakes. Each error you make has a lesson or two for you. Study your errors to avoid their repetition. What ever else you do that demonstrates an effort at self-development should be brought to your boss's attention. Try to work at finding a better way to do duties you are assigned in a more effective and efficient way. If you promise your employer that you will do something, make sure that you do not leave work until you have fulfilled that responsibility. Whenever you speak with your employer keep the information positive. Do not participate in gripe sessions or put another person down. Utilize constructive critism, whether of an individual or idea. Be a contributing member of the team at your place of employment. Make sure that you are carrying your own weight and stand ready to help other members of the team. Do not involve your boss in trivial decisions. When you have a problem with which you have wrestled but to which you have no certain solution, set up a meeting with your boss. Let him/her know in advance what it is you wish to discuss. Assemble your facts and construct a list of alternatives you have considered. Then be sure to report to the meeting on time. Use the catch word KISS when meeting with your employer. KEEP IT SHORT AND SIMPLE. Your employer is busy and he/she will be impressed with the professional way you handle yourself.

What You Should Expect from Your Boss-Besides his/her respect and loyalty-which are essential prerequisites for a working relationship-your boss should provide you with the following:

a. Constructive criticism
b. Fair evaluations
c. Essential guidance
d. A constant flow of necessary information
e. Recognition for jobs well done
f. A good example
g. Training for growth and development

INTERVIEW GUIDE FOR A FIRSTHAND LOOK AT A SUPERVISOR'S JOB

Job Title

Name of Person Interviewed

Name of Business

1. What do you like best about your job?

2. What do you like least about your job?

3. What are the jobs of the workers you supervise?

4. What kind of job did you have before you became an employer?

5. What are the special abilities you need to be an employer?

6. Does the business you work for provide training for its employers?

7. Of the following personality traits, which five do you feel are most important?

a. Willingness to assume responsibility
b. Integrity and loyalty
c. Ability to inspire
d. Energy and vitality
e. Mental alertness
f. Willingness to cooperate
g. Enthusiasm
h. Concern for individuals
i. Diplomacy
j. Perseverance

MY ATTITUDES ABOUT MANAGEMENT

Circle the YES if you agree with the questions, or the NO if you disagree with the statements.

YES NO 1. In a labor dispute, do I take management's side?

YES NO 2. Do I believe in my company, its policies, programs, and products?

YES NO 3. Do I defend management and managers when they are unjustly attacked?

YES NO 4. Do I accept accountability for the actions of my co-workers?

YES NO 5. Do I avoid attempts to cover up or shield my co-workers from earned dicipline?

YES NO 6. Do I consider myself a contributing member of the team?

YES NO 7. Do I routinely exhibit respect and loyalty to my employers?

YES NO 8. Do I demand and encourage the best from myself and co-workers?

YES NO 9. Do I evaluate myself and co-workers fairly and objectively?

If you can honestly answer yes to each question your attitudes about your job are strongly pro-management.

FOOD SERVICE

code: FS-KS-82-427
title: INTRODUCTION TO GARNISHES
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Duplicate the Job Application and Job Advancement on T2 and T4.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

INTRODUCTION TO GARNISHES
APPLICATION NAME ____________

DIRECTIONS: Define the following terms.

1. Garnish -

2. Complement -

3. Contrast -

4. List eight food categories that may be garnished.

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

5. What are the two most important pieces of equipment used when making garnishes?

INTRODUCTION TO GARNISHES

APPLICATION *KEY* NAME____________________

DIRECTIONS: Define the following terms.

1. Garnish - *an edible decoration added to food to enhance the beauty of a meal*

2. Complement - *enhancing the flavor and beauty of food*

3. Contrast - *providing variety by differing the color, size, shape and texture of food*

4. List eight food categories that may be garnished.

   1. *appetizers*
   2. *salads*
   3. *main dishes*
   4. *beverages*
   5. *soups*
   6. *vegetables*
   7. *sandwiches*
   8. *desserts*

5. What are the two most important pieces of equipment used when making garnishes?

   paring knife and vegetable peeler

INTRODUCTION TO GARNISHES
JOB ADVANCEMENT NAME: ______________________

TRUE / FALSE: Mark a T for TRUE, F for FALSE statements.

_____ 1. A garnish should be edible.

_____ 2. Garnishes are decorations added to food.

_____ 3. Adding color to a pale meal is using the concept of contrast.

_____ 4. Adding crunch to a crunchy meal is using the concept of contrast.

_____ 5. The most common garnish found in restaurants today is parsley.

_____ 6. Garnishes should mask the flavor of foods.

_____ 7. Developing the skill of garnishing takes practice.

FILL-IN: Complete the following statements by writing the word that best fits that statement in the blank.

8. ________________ and ________________ are the two most important pieces of equipment used to make garnishes.

9. To ____________________ food means to enhance the beauty and flavor of the food served.

10. List four food categories that are appropriate for garnishing.

    1.
    2.
    3.
    4.

JOB ADVANCEMENT

KEY

TRUE / FALSE: Mark a T for TRUE, F for FALSE statements.

T 1. A garnish should be edible.

T 2. Garnishes are decorations added to food.

T 3. Adding color to a pale meal is using the concept of contrast.

F 4. Adding crunch to a crunchy meal is using the concept of contrast.

T 5. The most common garnish found in restaurants today is parsley.

F 6. Garnishes should mask the flavor of foods.

T 7. Developing the skill of garnishing takes practice.

FILL-IN: Complete the following statements by writing the word that best fits that statement in the blank.

8. *vegetable peeler* and *paring knife* are the two most important pieces of equipment used to make garnishes.

9. To *complement* food means to enhance the beauty and flavor of the food served.

10. List four food categories that are appropriate for garnishing.

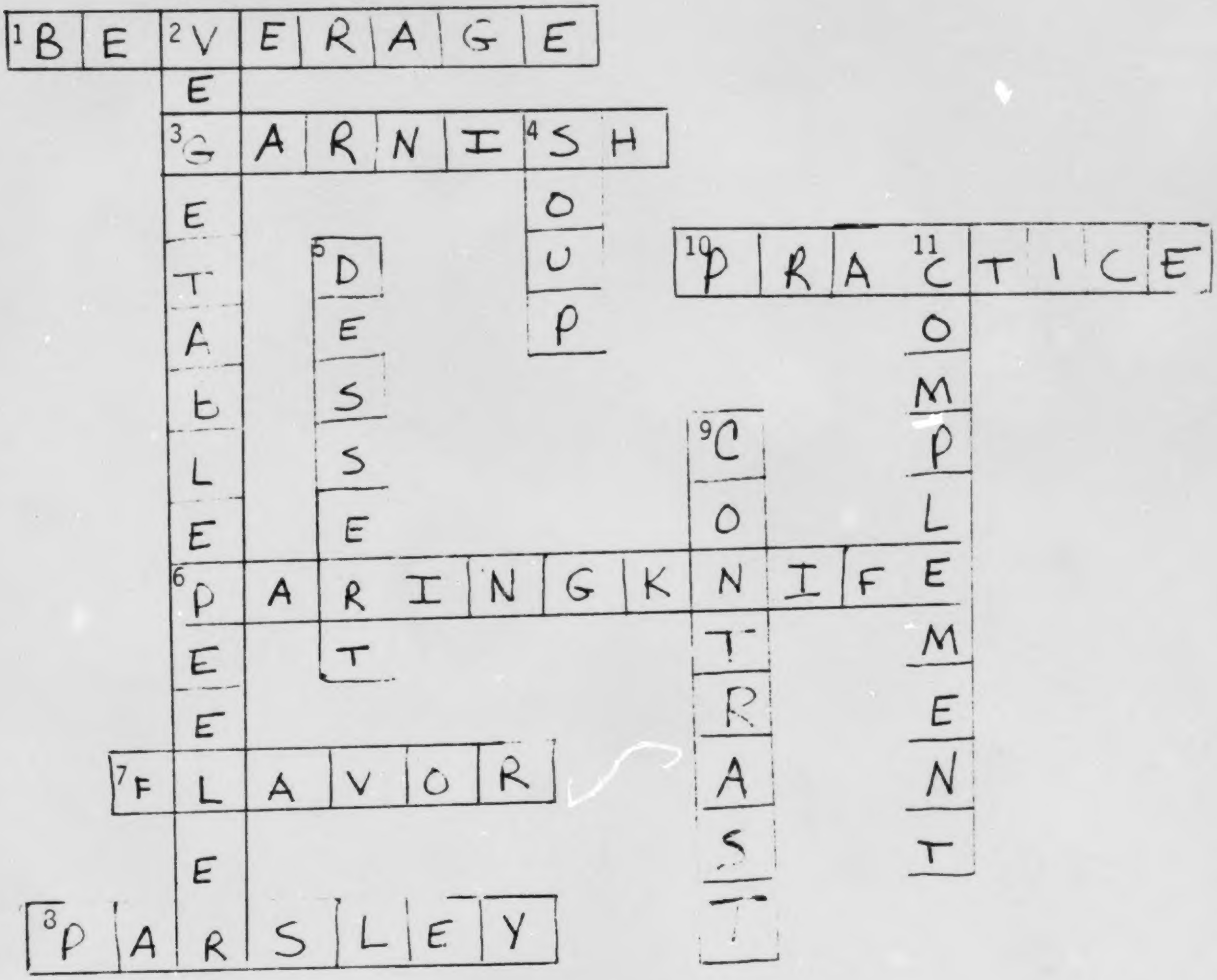
ANY OF THE FOLLOWING:

1. *appetizers*
2. *salads*
3. *main dishes*
4. *beverages*

soups
vegetables
sandwiches
desserts

GARNISHES

NAME: Key



1 BEVERAGE
2 VEGETABLE PEELER
3 GARNISH
4 SOUP
5 DESSERT
6 PARINGKNIFE
7 FLAVOR
3 PARSLEY
9 CONTRAST
10 PRACTICE
11 COMPLEMENT

ACROSS:

1. A drink served with a meal.
3. An edible decoration added to food.
6. A small cutting utensil
7. The taste of food is called ______.
8. The most common garnish.
10. Developing skill in garnishing takes ________.

DOWN:

2. A utensil that skins fruits or vegetables.
4. Liquid food that is served with crackers.
5. The last course of a meal is called __________.
9. Providing variety in the appearance and taste of food by garnishing is called __________.
11. Enhancing the flavor and beauty of food by garnishing is called _______.

code: FS-KS-82-427
title: INTRODUCTION TO GARNISHES
author: Patti Schmalzel

HERO HELP

Help Wanted

(PLACE ALL MARKS ON A SEPARATE SHEET OF PAPER).

Do you feel as though the food you serve should look as good as it tastes? INTRODUCTION TO GARNISHES will show you how to enhance the beauty of the food you serve.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Define garnish.
2. Name the 2 most important pieces of equipment used in making garnishes.
3. List the 8 categories of foods where garnishes may be used.
4. Describe the difference between complement and contrast food by using garnishes.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheet titled INTRODUCTION TO GARNISHES on page 3.
2. Complete the Crossword Puzzle on Garnishes on page 4.
3. Demonstrate garnishes.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** *EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Read further about garnishes by checking out books on the topic. Write a short paragraph about what you learn.
2. Look for garnishes that are used at a restaurant that you visit. Try to figure out how they were made.

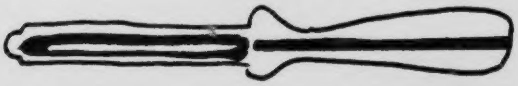
INTRODUCTION TO GARNISHES

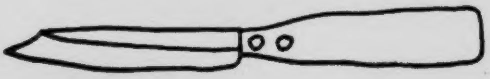
Garnishes add eye appeal to meals. A garnish is an edible decoration added to food to enhance the beauty of the meal. They may sit on top of, beside, or contain the food being served.

Contrast and Complement are two key words cooks use when working with garnishes. The contrast is created when the garnish differs from the color, texture, size and shape of the meal it is added to. Adding a garnish to food served should also complement the food by enhancing the flavor and beauty of the food. Garnishes should not cover or mask the food's flavor or beauty.

The simplest and most common garnish found in restaurants today is parsley. A sprig or two is added to dress up a cheese tray, a little bit is chopped to float on soup, or a bed of it may be formed to cushion a leg of lamb. Although the parsley adds variety to the meal, there are additional garnishing skills and principles which are available when learning the craft of garnishing. Garnishing is a craft learned through imagination and practice. You will learn the skill by applying the concepts of contrast and complementing to any food you serve.

Equipment is very important when learning garnishing. The fruits and vegetables or other foods you use should be clean, fresh and free from bruises. The two most important pieces of equipment to those learning how to garnish are the vegetable peeler and paring knife. The following pictures will make it easier for you to identify these two pieces of equipment either in your home or at school.

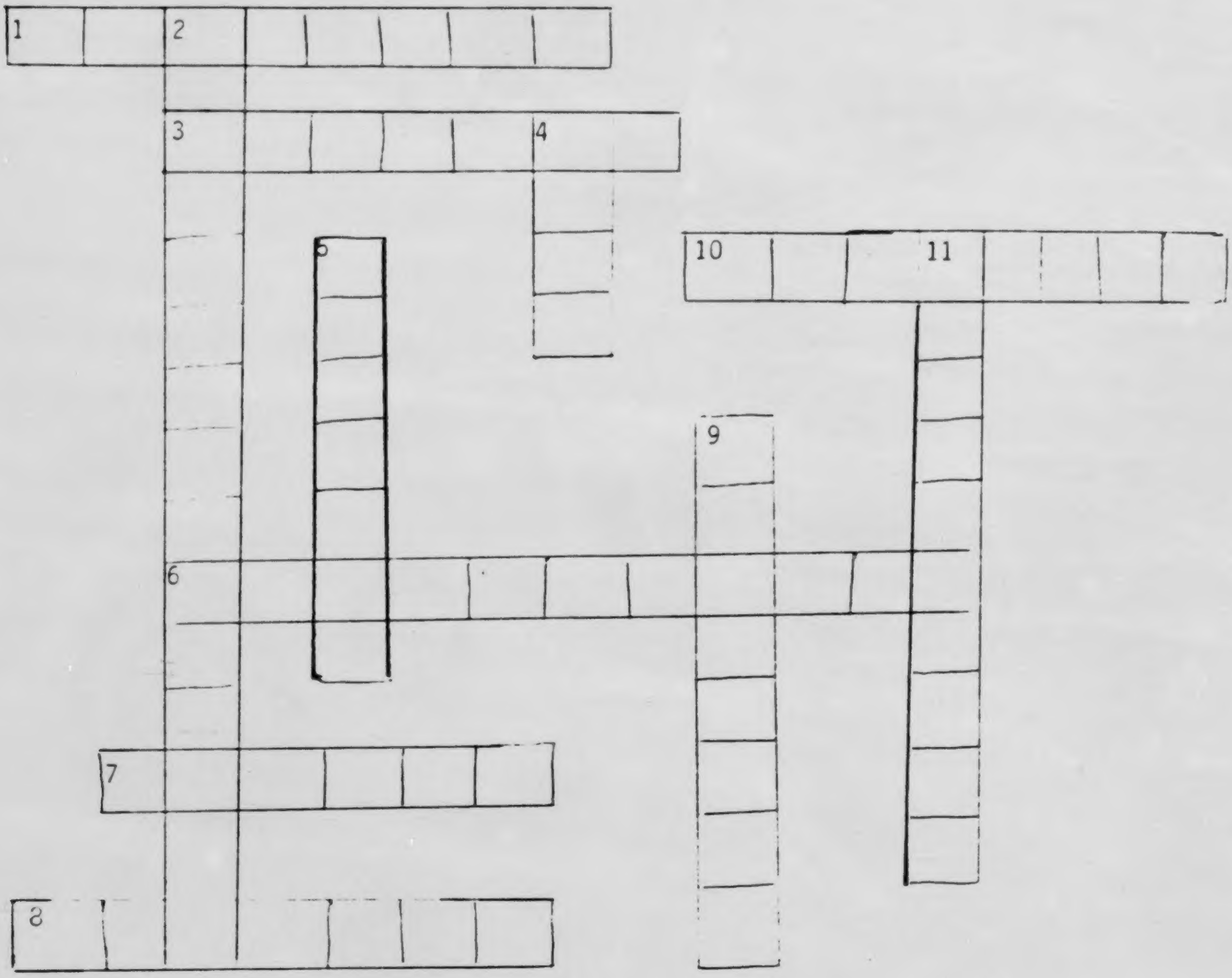




There are a variety of food categories that may be garnished. Appetizers, beverages, soups, main dishes, sandwiches, salads, vegetables and desserts are all foods which provide excellent opportunities for you to practice your garnishing skills. Once you have decided on the type of food you will be garnishing, you will have to determine which garnish will create the most attractive contrast to the food. Looking at the color, texture, size and shape of the food will aid in deciding what garnish to use. Because garnishing should add eye appeal to food it may be necessary to choose a garnish which adds color to a pale meal, crunch to a soft meal or a sharp flavor to bland meals.

GARNISHES

NAME: ______________________



ACROSS:

1. A drink served with a meal.
3. An edible decoration added to food.
6. A small cutting utensil
7. The taste of food is called _____.
8. The most common garnish.
10. Developing skill in garnishing takes _______.

DOWN:

2. A utensil that skins fruits or vegetables.
4. Liquid food that is served with crackers.
5. The last course of a meal is called _________.
9. Providing variety in the appearance and taste of food by garnishing is called __________.
11. Enhancing the flavor and beauty of food by garnishing is called _______.

code: FS-KS-82-428
title: SIMPLE GARNISHES
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Copy off the "Garnishes Demonstration Critique" form on page S5.

application

ANSWER KEY: Page(s) - Use critique form on S5.

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - Use critique form on S5.

SIMPLE GARNISHES
APPLICATION

NAME:

Make twelve simple garnishes. Use the critique form to evaluate them.

code: FS-KS-82-428
title: SIMPLE GARNISHES
author: Patti Schmalzel

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

Are you looking for the skills necessary to garnish foods? Complete this package to learn how to prepare a variety of garnishes to add eye appeal to any food served.

Job Competency

When you have completed this HERO-HELP you will be able to:

Create twelve simple garnishes.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the instructions for making twelve selected garnishes on pages S4 and S5.
2. Practice making the twelve garnishes at home or in class.
3. When you feel proficient in the making of the twelve garnishes, ask your HERO instructor for instructions on setting up the demonstration. These instructions will include the time, date, and length of your demonstration, the purchasing of equipment and supplies, and the audience for the demonstration.
4. Plan a demonstration on a variety of the twelve simple garnishes you have practiced using the critique form on S5 as your guide.
5. Have your demonstration critiqued using the form.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

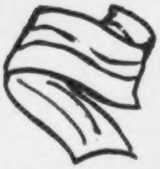
***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

Quest

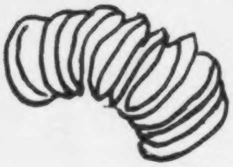
This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Read a book or magazine article on fruit and vegetable garnishes and write a short paragraph about what you learned or how it may be applied to your job.
2. Browse through magazines, mount pictures of five fruit and/or vegetable simple garnishes you are unfamiliar with or five other kinds of garnishes, i.e. chocolate shavings.

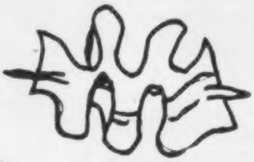
SIMPLE GARNISHES



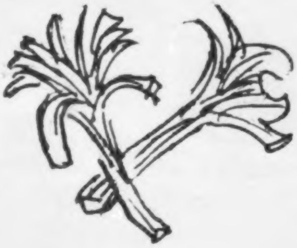
CARROT CURLS - Peel a carrot. With a vegetable parer, cut long, very thin slices from it, top to bottom. Roll each slice around your finger and fasten the curl with a food pick. Chill the curls in ice water. Remove the picks before serving.



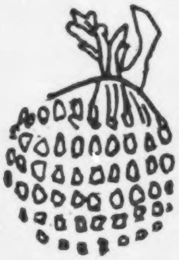
CARROT WHIRLIGIGS - Insert the point of a short-bladed paring knife into a peeled, whole carrot, cutting at a slight angle to, but not through, the center. Turn the carrot slowly, making a long, continuous spiral cut around the carrot. Chill the whirligigs in ice water until they open.



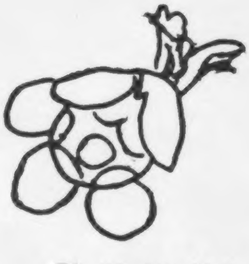
CARROT PLEATS - Cut the carrots into thin slices as above. Thread each slice onto a food pick, accordion-style. Chill them in ice water and remove the picks before serving.



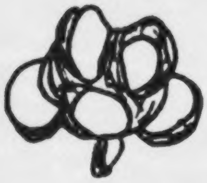
SCALLION RUFFLES - Trim off the root end and all but two inches of the tops of slim scallions. Starting at the root end, make a cut through the stalk down to where the green begins to show. Turn the scallion and make a second cut at a right angle to the first. Chill the scallions in ice water so the ruffles will separate and curl.



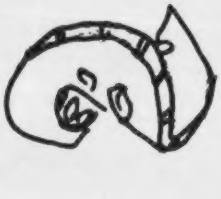
RADISH POMPONS - Slice off the root end, retaining a few of the leaves of large radishes. Using a sharp knife, make a row of cuts 1/2-inch deep, slicing from the root end almost to the stem end. Turn the radish and make a similar series of cuts at right angles to first series. Chill the radishes in ice water until the petals spread.



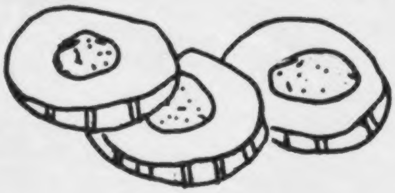
RADISH ROSES - Cut the top of the root end off each radish; leave a few green leaves on each stem end. Using a sharp-pointed paring knife, cut four or five thin petals around each radish, leaving a little red between petals. Chill the radishes in ice water until the petals open.



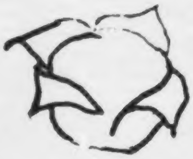
RADISH WHIRLAROUNDS - Trim both ends form the radish, cutting one end flat so that the radish will stand up. Cut five vertical slits, evenly spaced, around the radish. Insert the slices in the slits of the first radish. Decorate the top with a tiny parsley sprig.



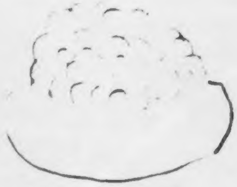
CUCUMBER TWISTS - Using the tines of a fork, score the outside of an unpeeled cucumber from one end to the other heavily enough to penetrate the peel. Cut the cucumber into 1/8-inch slices. Cut from the center to the edge of each slice; grasp the edges of the cut gently and twist them in opposite directions.



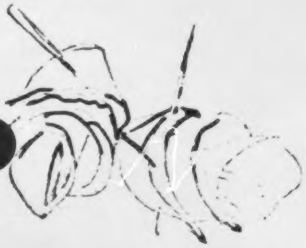
CUCUMBER WHEELS - Peel, halve crosswise, and core (use an apple corer) medium-size cucumbers. Fill the hollowed centers with softened cream cheese seasoned wtih chives and/or finely minced shrimp, or with softened smoke-flavored cheese. Refrigerate the cucumbers until the cheese is firm. Cut them into 3/5-inch-thick slices.



CHERRY TOMATO FLOWERS - Using the tip of a sharp knife, make four cuts, just skin deep, halfway down the sides of firm cherry tomatoes. Drop the tomatoes into boiling water for 1 minute; plunge them at once into cold water. Using the knife tip, carefully peel back the sections between the cuts, halfway down the sides, to make petals. Garnish the tops with a little sieved hard-cooked egg yolk.



MUSHROOM MOUNDS - Wipe medium-size mushrooms clean with a damp cloth. Twist out the stems and using a spoon, hollow out the caps slightly. Mince the stems and combine them with softened cream cheese seasonsed with celery seed and anchovy paste; or combine them with shredded jack cheese and shredded salami, moistened with a little cream. Fill the caps with the mixture, mounding it high.



TOMATO ROSES - Cut the peel from a large, firm tomato in one long strip, keeping the strip about 1-inch wide. Coil the peel tightly, making the bottom of the strip a bit tighter than the top. Secure the coil with a food pick if necessary. Use two sprigs of watercress as greenery for the rose.

GARNISHES CRITIQUE FORM

NAME OF DEMONSTRATOR____

NAME OF EVALUATOR__________________________ LENGTH OF DEM.__________

(Place a check in the column which is most appropriate for each skill listed. The scale runs from (1) - lowest to (5) - highest.)

	1	2	3	4	5
1. Clean uniform, apron, hands. Hair pulled back or restrained with a net.					
2. Planning for demonstration thorough.					
3. Organization (all supplies, equipment at hand).					
4. Handled equipment properly.					
5. Followed safety precautions.					
6. Knowledge of subject matter thorough.					
7. Speech clear and precise.					
8. Finished on time.					
9. Garnishes attractively displayed.					
10. Cleaned work area when finished.					
11. Suggestions for garnishing use expanded.					
12. Suggestions for use at work included.					
13. Suggestions for furthering the audience's knowledge given (books, people to see, restaurants to visit, etc.)					

14. Demonstrated 12 different garnishes. YES_____ NO______

15. Correctly named the garnishes prepared. YES_____ NO______

** Adapted from Arizona State Learning Package, "Fruit and Vegetable Garnishes: How to Prepare Them".

code: FS-KS-82-429

title: COMPLEX GARNISHES

author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Run off copies of Garnish Critique Form on page S7.

Make available a variety of books on garnishing.

Purchase supplies for student's demonstration. (optional)

application

ANSWER KEY: Page(s) -

Fill-out Garnishes Critique Form on page S7 for student's demonstration.

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) -

Fill-out Garnishes Critique Form on page S7 for student's demonstration. Make sure that student has included one garnish that he/she has created.

COMPLEX GARNISHES

APPLICATION NAME:

Make four complex garnishes. Use the critique form to evaluate them.

code: FS-KS-82-429
title: COMPLEX GARNISHES
author: Patti Schmalzel

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER.

Are you interested in learning more advanced skills in the craft of garnishing? Complex Garnishes will show you some ideas on how to prepare elaborate garnishes for a meal.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Prepare four complex garnishes.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheet on pages S3 to S6 about the preparation of complex garnishes.
2. Practice making the complex garnishes included in this package or ones that you create or find in other resources.
3. Demonstrate the preparation of four complex garnishes to a group of friends before presenting it to your HERO instructor for grading. Have your friends fill out the Garnishes Critique Form on page S7.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP. Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

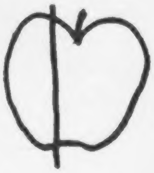
This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Start a file on the preparation of a variety of garnishes.
2. Invite a guest speaker in from a food service establishment to demonstrate garnishing.
3. Check with your school counselor to see what advanced education is available in garnishing.

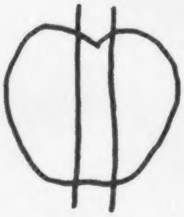
COMPLEX GARNISHES

Complex garnishes are more elaborate decorations added to the food you serve to enhance its beauty. They may contain the food that you serve, may be centerpieces, or may be detailed decorations on food. Complex garnishes also include cake decorating. Although cake decorating is categorized as a complex garnish it is not contained in this package. The types of garnishes this package includes will be designed from produce easily available to you. The skill in presenting garnishes you prepare is as important as the skill needed in preparing garnishes. As one manager said, "Most people eat with their eyes." Many fruits and vegetables will darken (this is called oxidiation) when they are cut up and left exposed to air. To prevent this discoloration, soak the fruit in a mixture of 2 tablespoons lemon juice to 1 cup water.

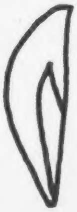
APPLE SWAN (Supplies needed: paring knife, large red apple, 2 whole cloves, food pick, mixture of 2 T. lemon juice and 1 c. water)



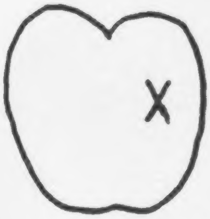
1. Cut the bottom off of a large red apple about 1/4 inch under the core.



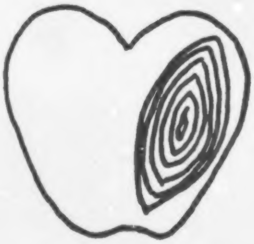
2. Place the smallest section skin side up on your work surface and make two cuts leaving a middle section about 1/2 inch wide.



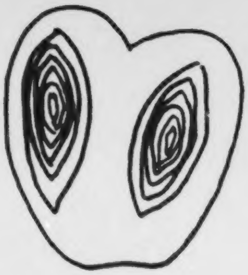
3. Take the 1/2 inch middle section and slice as in the diagram. Allow this to soak in the lemon/water mixture. This part of the apple will be the neck and head of the swan.



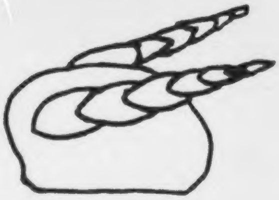
4. Take section 2 of the apple and place skin side up. Begin taking vary small V-shaped cuts into one side of the apple, approximately where the X is. Cut evenly on both sides of the V. Avoid cutting in too deeply or the sections will not come out as one piece.



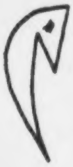
5. Remove each section as you cut it out and float in the lemon juice mixture. Make approximately six V-shaped sections or stop when you reach the core of the apple. Repeat step 5 on the other side of the apple.



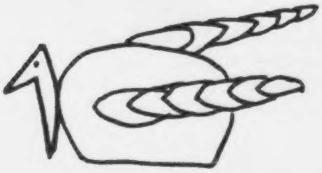
6. Your apple should now look like this when you put the sections back together.



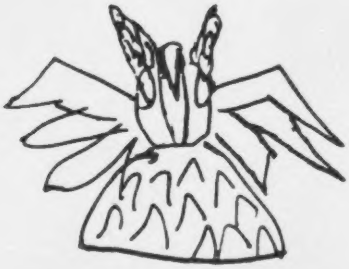
7. Carefully fan-out the sections to form a bird wing by placing the largest section in the cut space and placing the next size section 1/8 inch out from the one before.



8. Take the neck/head section and insert one clove on each side as an eye.



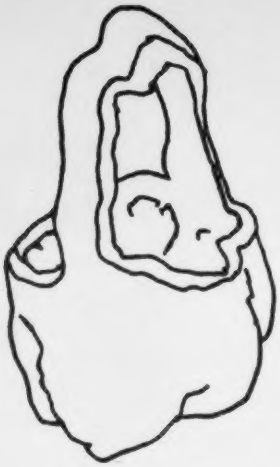
9. Attach the neck of the swan to the core of the largest end of the apple using a food pick.



10. Your finished swan should look like this.

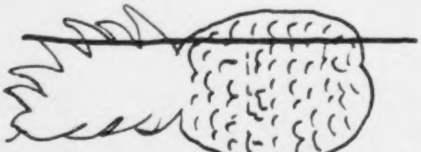
11. This can be used as a centerpiece by placing it on the inside of a pineapple top which has had some of the leaves removed.

BELL PEPPER CUPS (this can also be done with tomatoes)

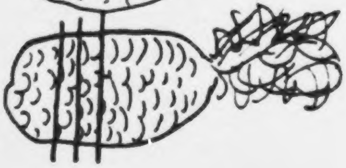


1. Cut pepper to shape of diagram having the handle portion be the end of the pepper without the stem.
2. Carefully take the seeds out of the pepper.
3. Fill the pepper cup with rice mixtures, meat mixtures, or other vegetables.

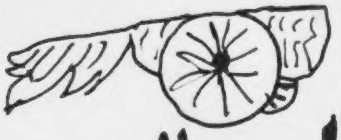
PINEAPPLE CART



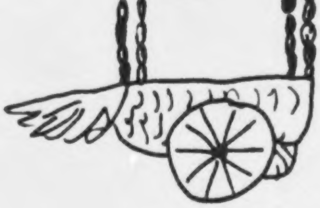
1. Slice 1/3 off the length of a pineapple. Remove the meat from the inside of the pineapple.



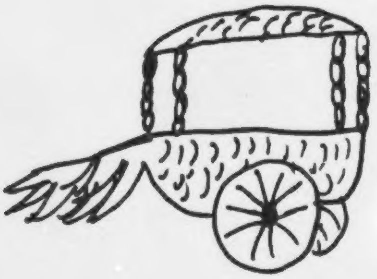
2. Slice another pineapple crossswise to form two approximately equal wide circles.



3. Attach the two circles as wheels of a cart.

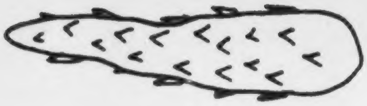


4. Use four swizzle sticks covered with various small fruits (strawberries, gooseberries, grapes) as the supports for the cart top.

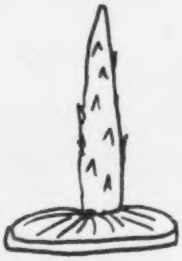


5. Slice off the ends from the remaining 1/3 section of the cart pineapple and attach to the cart by inserting the ends of the four swizzle sticks into the bottom.
6. Fill the cart with various fruits and use as a buffet serving dish or centerpiece.

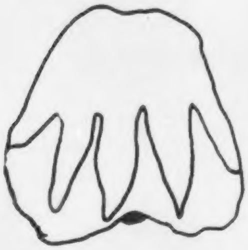
PALM TREE



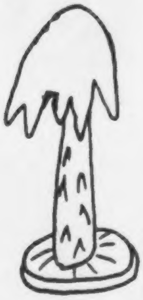
1. Cut ends off of one large carrot. Randomly cut slightly into sides of carrot.



2. Insert food pick into carrot core at large end. Insert other end of food pick into 1/2 inch slice of pineapple.



3. Cut a bell pepper into the shape as in the diagram. Make sure to keep the end of the pepper without the stem section as the top of the palm tree.



4. Attach top of palm tree to carrot by inserting a food pick into the end of the carrot and pressing the bell pepper onto the exposed end of the food pick.

NOW THAT YOU HAVE PRACTICED A VARIETY OF COMPLEX GARNISHES, BEGIN TO DEVELOP YOUR OWN. AS YOU PRACTICE, KEEP IN MIND THAT ONE OF THE ONES YOU DEVELOP PLUS THREE OTHERS WILL NEED TO BE GRADED BY YOUR INSTRUCTOR.

GARNISHES CRITIQUE FORM

Name of demonstrator

Estimated time of demonstration

Name of evaluator

Place a check in the column which is most appropriate for each skill listed. The scale runs from (1) the lowest to (5) the highest.

	1	2	3	4	5
1. Clean uniform, apron, hands. Hair pulled back or restrained with a net.					
2. Planning for demonstration thorough.					
3. Organization (all supplies and equipment at hand).					
4. Handled equipment properly.					
5. Followed safety precautions.					
6. Knowledge of subject matter thorough.					
7. Speech clear and precise.					
8. Finished on time.					
9. Garnishes attractively displayed.					
10. Cleaned work area when finished.					
11. Suggestions for garnishing use expanded.					
12. Suggestions for use at work included.					
13. Suggestions for furthering the audience's knowledge given. (books, people to see, restaurants to visit)					

14. Prepared four complex garnishes ____YES ____NO

* Adapted from Arizona State Learning Package, "Fruit and Vegetable Garnishes: How to Prepare Them".

code: FS-KS-82-430
title: CAKE DECORATING WRITING
author: Bonnie Willett

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Prepare practice frosting, and store in refrigerator. Remove 12-24 hours before use. (recipe on page T2)
2. Collect equipment: 2 writing tips, #3 and #5, 1 pastry bag and coupler set, spatula and wooden spoon.
3. Remind students not to eat practice frosting.
4. Duplicate the writing evaluation form.

application

ANSWER KEY: Page(s) - Evaluation on page T2

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - Evaluation on page T2

PRACTICE FROSTING

½ cup CRISCO shortening
1 lb. powered sugar
¼ cup cake flour
¼ cup ice water

Beat shortening until creamy. Add sugar and flour a little at a time until all is mixed in well. Add water a teaspoon or so at a time. Beat well. Continue adding water and beating until desired consistency. May not use all the water. Store covered in refrigerator for use. Will last about 2 months. Remove 12-24 hours before use to soften.

WRITING EVALUATION

	YES	NO
1. Are the letters even height?		
2. Do the letters flow without broken lines?		
3. Is the spelling correct?		
4. Demonstrate the correct way to hold bag?		
5. Do you use the proper terms when referring to your tools?		

CAKE DECORATING - WRITING

Application - Job Advancement NAME: ______________________________

STEP 1. Secure from your teacher the pastry tools, practice frosting, and practice work surface.

STEP 2. Prepare your frosting to thin icing consistency.

STEP 3. Write at least 3 greetings.

STEP 4. Do self evaluation, then ask for teacher evaluation.

code: FS-KS-82-4
title: CAKE DECORATING WRITING
author: Bonnie Willett

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER.

Does your "Happy Birthday" look happy or is it on the sad side?

People buying a decorated cake judge how good it tastes by how pretty it looks.

This learning packet will help you develop and polish your writing skills in cake decorating.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Write greetings on any cake.
2. Demonstrate proper hand and bag positions.
3. Illustrate techniques for writing.
4. Identify tools used in writing.
5. Produce professional results.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 3 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Follow the step-by-step directions on the next page, to develop and polish your skills.
2. Learn the proper names of your equipment.
3. Prepare samples for evaluation.
4. Read general instructions on page S4 before beginning.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Give a class demonstration of writing techniques.
2. Bake and decorate a cake for an up-coming event or bake sale.

EQUIPMENT FOR CAKE WRITING

TIPS - metal or plastic cone shaped tips with small holes in top of cone.

PASTRY BAG - plastic cone shaped bag 8-12 inches long with openings in both ends.

COUPLERS - two-part plastic piece that holds the tips on the bag. The longer piece goes inside the bag and will stick out the end. The tip is placed on and held in place by the small screw-on piece.

FROSTING CONSISTENCY - before each use, beat the practice frosting to a peanut butter texture. This should flow easily, but still hold firm shape. Add more sugar or water as needed. DO NOT EAT PRACTICE FROSTING.

STEP-BY-STEP CAKE WRITING

STEP 1. Hold filled bag at 45° angle to surface and ¼ inch away. Make straight lines about 4 inches long over entire surface. Lines must be consistent in width and without breaks.

2. Scrape off frosting and return to container. Refill bag if needed.

3. Hold filled bag at a 45° angle and ¼ inch from surface and make curved lines. Cover entire work surface with these lines.

4. Repeat step 2.

5. Practice writing your name and other greetings. (P.S. You can't keep the letters even and straight? Use a toothpick to mark a guide line on the wax paper. On a cake you can use thread to make a guide line.)

6. Repeat step 2.

7 to 18. Repeat steps 5 and 6, until writing is terrific.

19. Prepare best effort for self-evaluation and teacher evaluation.

PRACTICE

LET YOUR FINGERS DO THE LEARNING

Article

Let's Practice Decorating!

Use the Wilton Practice Board or the back of a cookie sheet as a practice surface for decorating. The practice decorations can be scraped off, put into a mixing bowl and rewhipped for use again. We recommend boiled icing or buttercream made with solid vegetable shortening. Be sure to rewhip frequently and keep the icing bowl covered with a damp cloth.

Three Essentials Of Decorating

1. Icing Consistency

If the consistency of your icing isn't right, your decorations won't be right either. As a general rule, flowers require a stiffer icing consistency so the petals won't droop; borders require a medium icing consistency or the uniform designs will dissappear and writing and leaves require a thinner icing consistency so the icing flows smoothly out of the tube.

2. Correct Position

The angle at which you hold your decorating bag and tube must be correct in order to produce a satisfactory decoration. To hold the decorating bag correctly, grip the bag near the top with the twisted or folded end locked between your thumb and fingers. For the decorating bag there are two basic positions: the 90° angle and the 45° angle. In the 90° angle, the decorating bag is held perpendicular to the decorating surface, (see picture A). In the 45° position, the decorating bag is held at a slant to the decorating surface, (see picture B). Since most decorating tubes are symmetrical, their positioning corresponds to that of the decorating bag. However, some tubes are wider or serrated on one side and have a correct position of their own. You will become acquainted with these positions as you learn to decorate.

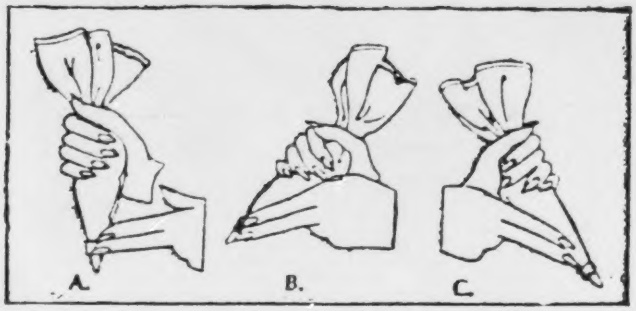
3. Presser Control

The amount of pressure and the steadiness with which it's applied to the decorating bag will determine the size and uniformity of any icing design. Some decorations require an even pressure, others have a varying application of light, medium, or heavy pressure. The more you control the pressure, the more exact your decoration will be. Only practice can teach you the proper pressure application for a technique.

Special Note to Lefties

If you are left-handed, hold the decorating bag in your left hand and guide the decorating tube with the fingers of your right hand. (See picture C). If the instructions say to hold the decorating bag over to the right, you should hold your decorating bag over to the left. A right-handed person will always decorate from left to right. A left-handed person should always decorate from right to left. The only exception to this rule is when you are writing or printing.

FROM: "Wilton Yearbook Nineteen-Eighty-
Cake Decorating"
Wilton Enterprises, 2240 W. 75th Street
Woodridge, Ill. 60615



code: FS-KS-82-431
title: BASIC TOOLS FOR COOKING
author: Teacher Packet

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Duplicate Application and Job Advancement.
2. Have as many basic tools as possible available to the student.

For example:	Various Knives	Ladle	Pie Knife
	Spatula	Peeler	Kitchen Fork
	Pancake Turner	Sandwich Spreader	

application

ANSWER KEY: Page(s) -T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T 7, 8, 9

BASIC TOOLS FOR COOKING
APPLICATION

NAME: ______________________________

1. Identify the knives in the illustrations on the right.

a. ____________________

b. ____________________

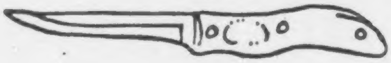
c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

a.


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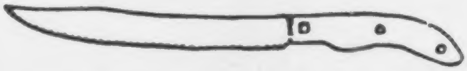

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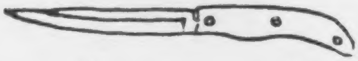

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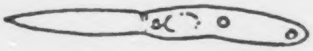

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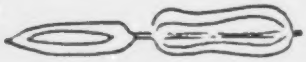


g.

2. Write the letter of the knife illustrated in Question 1 that you would use for each of the tasks listed below.

_____ 1. cutting cakes

_____ 2. peeling carrots

_____ 3. coring lettuce

_____ 4. chopping parsley

_____ 5. slicing bread

_____ 6. paring, sectioning fruits

_____ 7. removing meat from bones

_____ 8. cutting sandwiches

_____ 9. slicing raw fruits

_____10. paring fruits, vegetables

_____11. slicing tomatoes

_____12. dicing raw meats

3. Identify the following pieces of equipment.

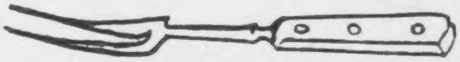
a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

a.


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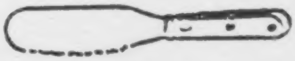

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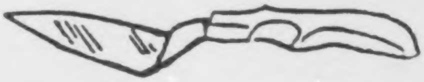

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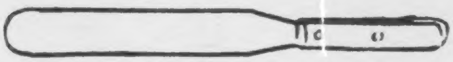

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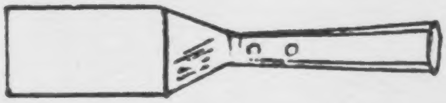
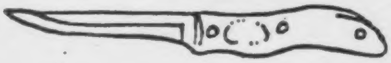


BASIC TOOLS FOR COOKING
APPLICATION KEY

NAME: ______________________

1. Identify the knives in the illustrations on the right.

a. boning
b. bread
c. fruit & salad
d. french
e. paring
f. peeler
g. slicer

a.


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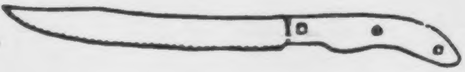

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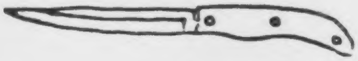

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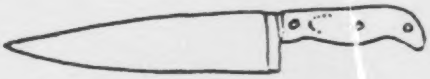

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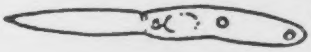

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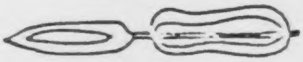

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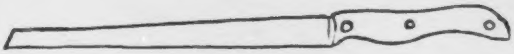
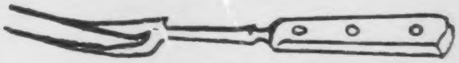


2. Write the letter of the knife illustrated in Question 1 that you would use for each of the tasks listed below.

g, b 1. cutting cakes
f 2. peeling carrots
a, c 3. coring lettuce
d 4. chopping parsley
b 5. slicing bread
c 6. paring, sectioning fruits
a 7. removing meat from bones
g 8. cutting sandwiches
d 9. slicing raw fruits
e 10. paring fruits, vegetables
g 11. slicing tomatoes
a 12. dicing raw meats

3. Identify the following pieces of equipment.

a. cook's, utility or kitchen fork
b. sandwich spreader
c. pie knife
d. spatula
e. turner

a.


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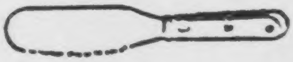

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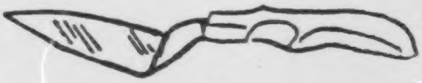

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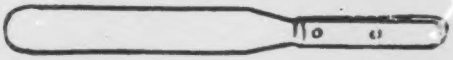

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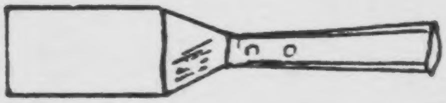


BASIC TOOLS FOR COOKING
JOB ADVANCEMENT

NAME: ____________________

1. Identify the knives in the illustrations on the right.

a. ______________________________

b. ______________________________

c. ______________________________

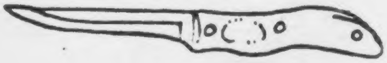
d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

a.



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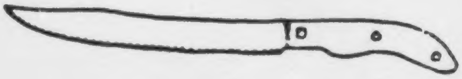

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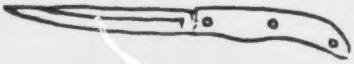

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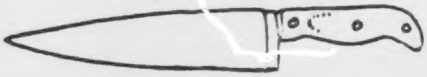

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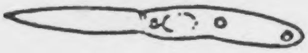

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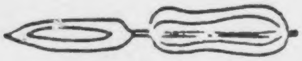

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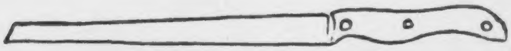
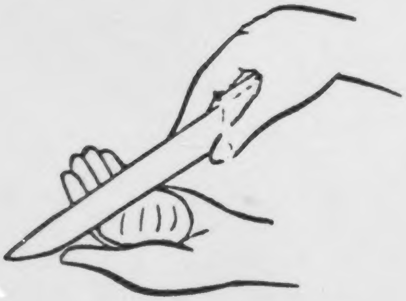


Select the correct practice in each of the following examples:

2. Chopping

a.



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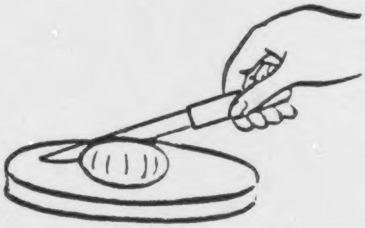
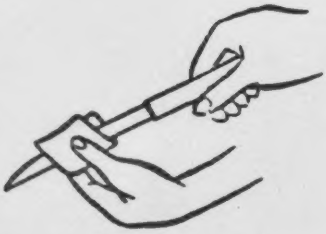


3. Washing or Wiping a Knife

a.



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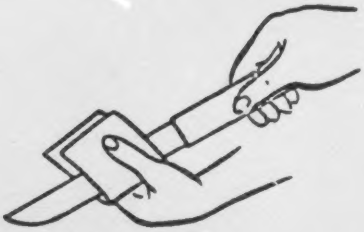
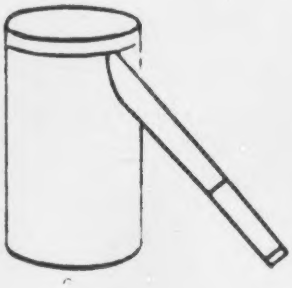


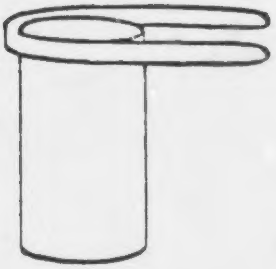
JOB ADVANCEMENT CONTINUED

4. Opening a Jar

a.

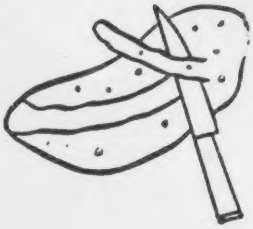


b.



5. Paring a Potato

a.



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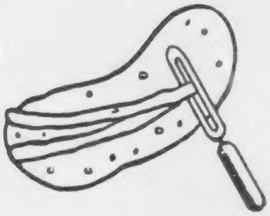
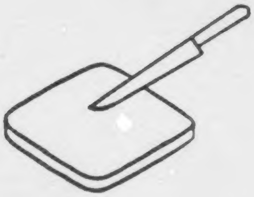
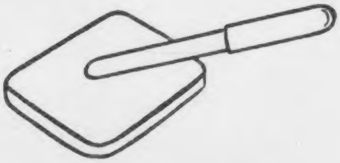


6. Spreading Sandwiches

a.

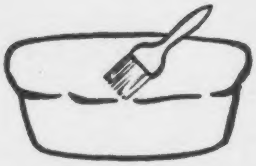


b.



7. Spreading Melted Butter

a.



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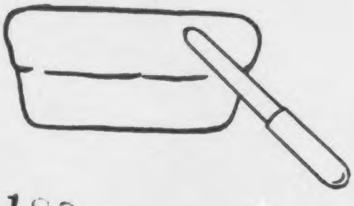
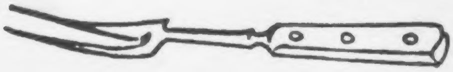


JOB ADVANCEMENT CONTINUED

8. Match the piece of equipment with the task.

_____ 1. spreading sandwiches
_____ 2. turning steaks or hamburgers
_____ 3. cutting meat loaf
_____ 4. loosening food from pans
_____ 5. holding meat while slicing
_____ 6. serving pie
_____ 7. turning a roast
_____ 8. frosting cakes

a.



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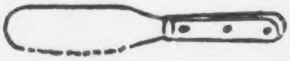
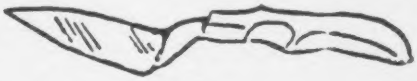
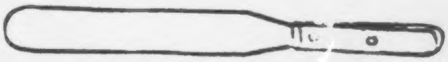


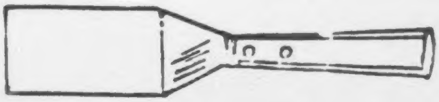
c.



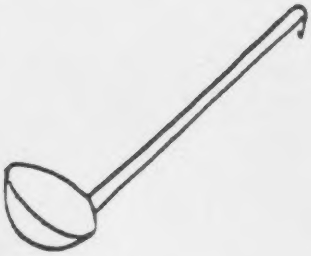
d.



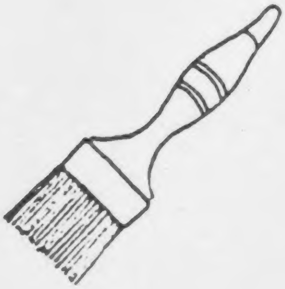
e.



9. Identify these pieces of equipment and give their main use.



a. ____________________



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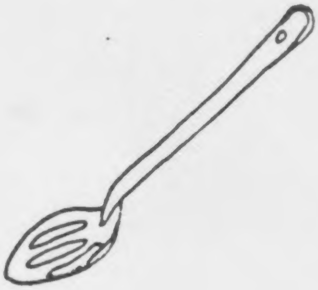
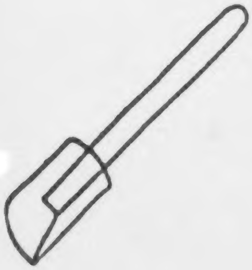
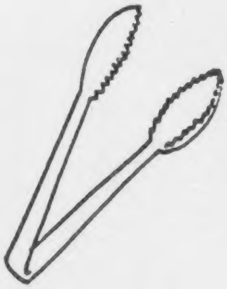


c. ____________________



d. ____________________



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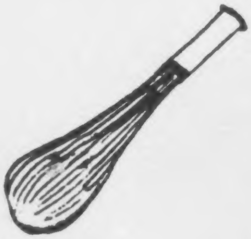
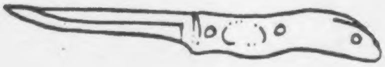


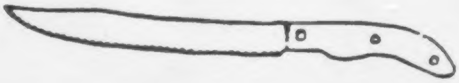
f. ____________________

BASIC TOOLS FOR COOKING
JOB ADVANCEMENT KEY NAME:

1. Identify the knives in the illustrations on the right.

a. boning
b. bread
c. fruit & salad
d. french
e. paring
f. peeler
g. slicer

a.


b.


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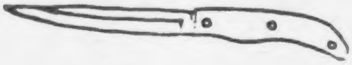

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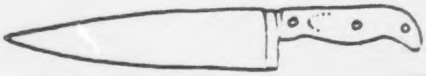
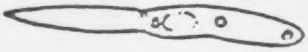
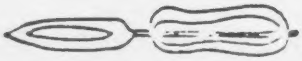
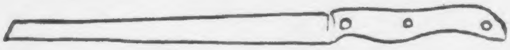


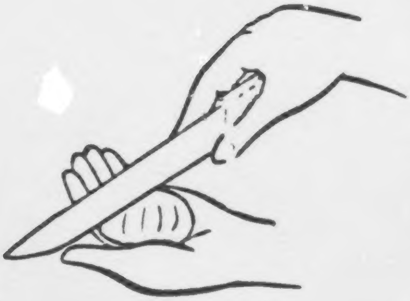
e.


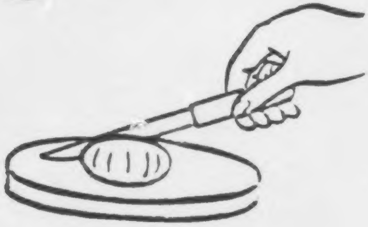
f.


g.


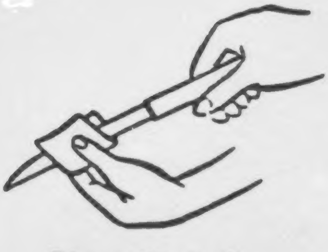
Select the correct practice in each of the following examples:

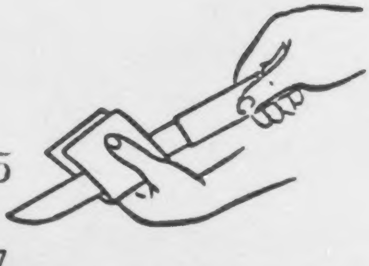
2. Chopping

a.


[✓ b.]


3. Washing or Wiping a Knife

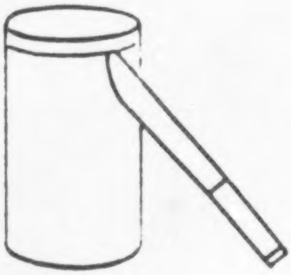
[✓ a.]


b.


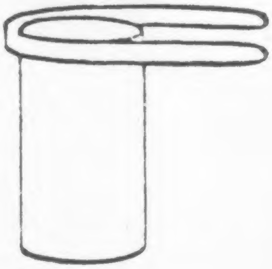
JOB ADVANCEMENT KEY CONTINUED

4. Opening a Jar

a.

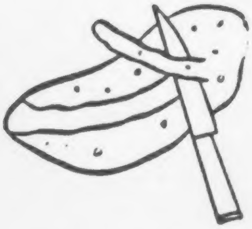


[✓ b.]

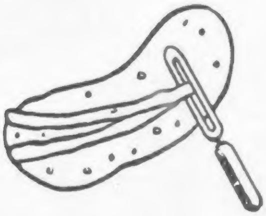


5. Paring a Potato

a.

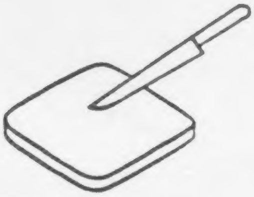


[✓ b.]

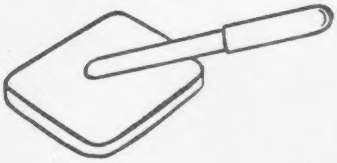


6. Spreading Sandwiches

a.

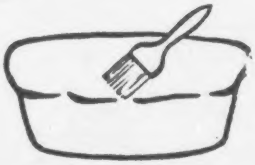


[✓ b.]

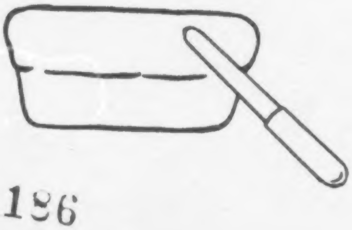


7. Spreading Melted Butter

[✓ a.]



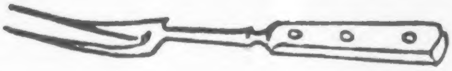
b.

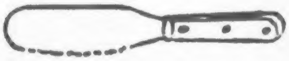


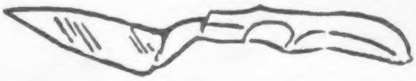
JOB ADVANCEMENT KEY CONTINUED

8. Match the piece of equipment with the task.

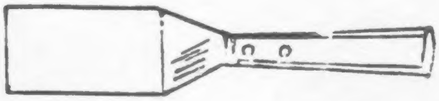
b 1. spreading sandwiches
e 2. turning steaks or hamburgers
d 3. cutting meat loaf
d 4. loosening food from pans
a 5. holding meat while slicing
c 6. serving pie
a 7. turning a roast
d 8. frosting cakes

a.


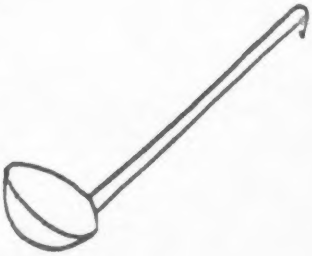
b.


c.


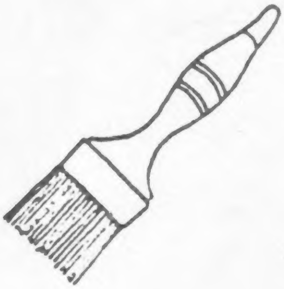
d.

e.


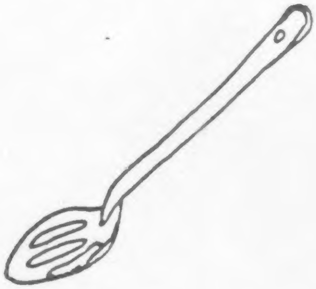
9. Identify these pieces of equipment and give their main use.



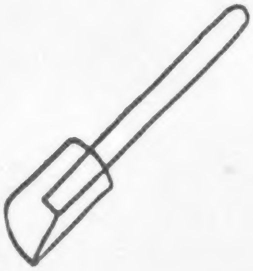
a. ladle - used to portion liquids & emulsions



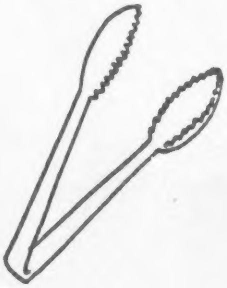
b. pastry brush - to spread melted butter on bread, etc.



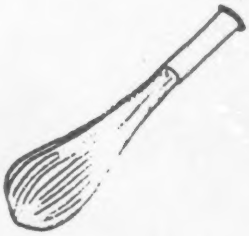
c. pierced serving spoon - used to serve foods which need to be drained.



d. plate scraper - used to scrape dishes and mixing bowls



e. tongs - used to serve foods without touching them



f. wire whip - used for stirring or whipping foods

code: FS-KS-82-431
title: BASIC TOOLS FOR COOKING
author:

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

Would you use a baseball bat to dribble a basketball or an air pump to pump gasoline? NO! Do you know which tool will do the best job for the tasks you are assigned?

Can you identify all the basic tools in the food service business where you are employed? This packet will give you some clues as to identification and use of the tools you may find in your work area.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Identify basic tools used in a commercial kitchen.
2. Select proper tools for particular food preparation tasks.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the following pages on knives and hand utensils.
2. Visit a school cafeteria or a food service work site and identify the basic tools, name them and list the use of each.
3. Practice using as many of the basic tools that are available to you as possible. Be sure to use the correct procedure by following the information pages.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

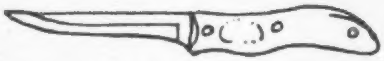
Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Give a class demonstration on the use and care of tools.

Illustrations and purposes of some of the most commonly used knives follow:

BONING KNIFE



5" to 6" blade made of stainless or carbon steel--wooden or plastic handle

disjointing fowl
separating meat from bone
dicing raw meats
coring lettuce

BREAD KNIFE

9" blade with serrated edge

slicing bread or cake

HINT FOR USING: Hold bread or cake lightly and use a sawing motion with the knife.

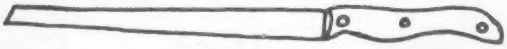
FRENCH KNIFE

8" to 12" blade of crucible or stainless steel--wooden handle

slicing and cutting raw fruits and vegetables
slicing hot or warm meat
chopping small quantities of materials, such as parsley, onions, and nuts
dicing and mincing ingredients

HINT FOR USING: Hold point of knife on cutting board with one hand. Use other hand to lift handle of knife in an up-and-down slicing motion.

SLICER



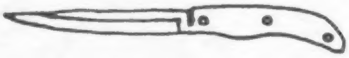
10" to 16" carbon or stainless steel blade which may be serrated--wooden or plastic handle

slicing tomatoes
slicing lettuce wedges
slicing roast or ham
cutting cakes or sandwiches

HINT FOR USING: When slicing meat, use back-and-forth sawing motion.

Commonly used knives (continued):

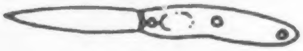
FRUIT AND SALAD KNIFE



5-1/2" to 6" stainless steel blade

coring lettuce
paring and sectioning fruits

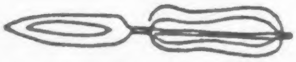
PARING KNIFE



3" to 3-1/2" blade of carbon or stainless steel

paring fruits and vegetables
removing eyes from potatoes

PEELER



6" floating blade

slicing thin strips of fruits and vegetables
peeling fruits
peeling vegetables

Knives which are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp and there is less danger that the knife will slip.

SHARPENING

Practices to follow which will help to keep knives sharp are:

1. Wash knives by themselves, rather than with other utensils.
2. Place knives in the dishwashing sink with the handles together and the blades pointed in the same direction.
3. Dry each knife separately and store in knife rack or specified place in the drawer.
4. Use only for cutting and slicing, not for prying lids or cans open.

SAFETY PRACTICES IN USING CUTLERY

Proper use and care of knives is an important factor in keeping knives in good condition. Following are some guidelines[1] for using knives:

1. Use the correct knife for a particular job.
2. Use a cutting board whenever possible.
3. Always wash and wipe a knife from the back of the blade, being sure that the fingers do not extend to the cutting edge.
4. Do not put a knife down into water where it is not easily seen.
5. When carrying a knife, hold it with the point downward.
6. Do not use a knife as a lever to pry jar lids off or for other similar purposes.
7. Do not use a knife for cutting paper and string or for sharpening pencils.
8. A sharp knife is safer than a dull knife if it is used effectively and thoughtfully.
9. Knives stored in racks or in slots in drawers can be picked up with more safety than those which are thrown into a drawer.
10. Do not use a knife to turn food, such as hamburger patties, steaks, pork chops, or pancakes, since heat will damage the blade.

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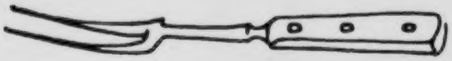
[1] U.S. Department of Agriculture, Training Course Outline on Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. 1960, pp. 132.

Hand Utensils:

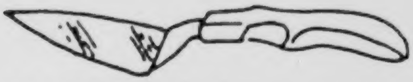
COOK'S OR UTILITY FORK



8" to 14" in length--steel tines riveted to wooden handle

turning and handling roasts
holding meats while slicing

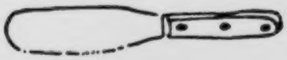
PIE KNIFE OR SERVER



6" length--flat area 4"X 2"

removing pieces of pie from pan

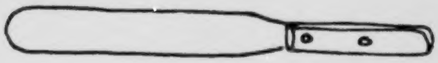
SANDWICH SPREADER



3-1/2" blade, which may be serrated

spreading fillings on sandwiches

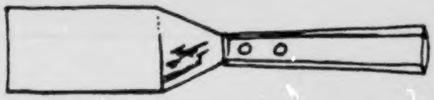
SPATULA



Varies from 8" to 12" in length--has medium flexibility

leveling ingredients in measuring spoons or cups
spreading large areas of foods

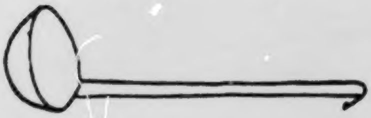
HAMBURGER TURNER



6" blade of stainless steel

turning hamburgers or other meat patties

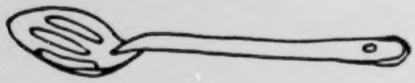
LADLES



Varies in size from 1 to 30 oz.

portioning liquids such as gravies, salad dressings, soups, and sauces

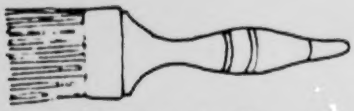
PIERCED SPOON



11" to 15" in length--stainless steel

serving foods which need to be drained

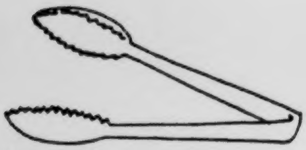
PASTRY BRUSH



Sterilized bristles held in place by rubber strip

spreading melted butter or sauce on some food product

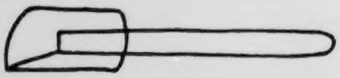
POM TONGS



9" to 12" in length

handling food products such as ice cubes and rolls, without touching with hands

SCRAPER

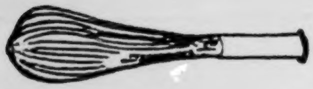


9-1/2" or 13-1/2" in length--molded rubber attached to wooden handle

folding and blending ingredients

scraping dishes, bowls, and plates

WIRE WHIP



10", 12", or 16" in length--stainless steel or chrome

stirring or whipping ingredients

incorporating air into ingredients (more effective than rotary beater or mixer)

code: FS-KS-82-432
title: COMMERCIAL KITCHEN APPLIANCES
author:

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Duplicate Application and Job Advancement.

If possible, students need to have access to appliances and their instruction manuals.

application

ANSWER KEY: Page(s) - T4

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T6

code: FS-KS-82-432
title: COMMERCIAL KITCHEN APPLIANCES
author: NONE

HERO HELP

Help Wanted

A glass for boiling? A toothpick for slicing? NO!

Knowing how to properly use many different pieces of equipment may give you opportunities to perform a variety of food service assignments now and in the future.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Identify 8 kitchen appliances by name.
2. Identify the major use of 8 kitchen appliances.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the following information pages on kitchen appliances.
2. Visit a commercial kitchen and identify the kitchen appliances from the list in this packet. Be able to name any piece of equipment and tell how it is used.
3. See next page.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP. Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Learn to use an appliance that your work station does not have. If possible show another student how to use the appliance.

Training Activities

ACTIVITY # 3:

Directions: Learn how to use and care for at least five of the following pieces of equipment. Read the instruction manual for each and teach another class member how to operate the pieces of equipment.

1. Coffee Urn
   a. Locating water intake
   b. Water temperature - reading thermometer
   c. Use of coffee basket, spreader, and filter
   d. Amounts of water and coffee to be used
   e. Automatic devices for pouring water over coffee-reading gauges
   f. Cleaning basket, faucets, water gauges, and urn

2. Bun or Food Warmer
   a. Temperature control
   b. Humidity control
   c. Adjusting temperature and humidity for various foods
   d. Cleaning procedures

3. Mixer
   a. Placing and anchoring bowl
   b. Adjusting beaters - use of beater, dough hook, and whip
   c. Speeds and controls of mixer
   d. Using attachments - grinder, juicer, slicer, and shredder
   e. Cleaning mixer, bowl, and attachments

4. Refrigerator
   a. Temperature controls
   b. Defrosting
   c. Cleaning refrigerator and shelves

5. Freezer
   a. Temperature adjustment
   b. Reading thermometer
   c. Defrosting and cleaning

6. Deep Fat Fryer
   a. Adjusting heat control
   b. Filling fryer - precautions in cooking with fat
   c. Use of fryer baskets
   d. Removing used fat from fryer
   e. Cleaning fryer and baskets

7. Steamer
   a. Principles of steam pressure cooking
   b. Reading gauge and timer
   c. Filling and operating steamer
   d. Precautions in using steamer
   e. Cleaning

ACTIVITY #3 (Cont.)

8. Steam-Jacketed Kettle
    - a. Reading steam pressure and water gauges
    - b. Adjusting temperature controls
    - c. Cleaning kettle and basket

9. Range
    - a. Temperature controls
    - b. Cleaning

10. Oven
    - a. Temperature controls
    - b. Preheating
    - c. Cleaning

11. Grill
    - a. Temperature control
    - b. Cleaning

1. Refrigerator and Freezer - When food is stored at temperatures of 34 degrees to 45 degrees F, it is refrigerated. There are two types of refrigerators- (a) walk-in refrigerators which are room-like areas with shelves, and (b) reach-in refrigerators which are like big boxes. Air is circulated and cooled and the moisture is controlled. Moist air encourages bacterial growth, but dry air dehydrates food more rapidly. Humidity is controlled so that fruits and vegetables get enough, and dairy products receive the least.

   It is important to refrigerate foods immediately to get them through the danger zone. If food is in a deep container, it is a good idea to put the food in a shallow container to give more surface area for cooling. Containers should be covered with clear plastic and stored so that the cold air can circulate. Food should not be stored on the floor of a walk-in box and liquids whould not be stored above eye level.

   Frozen foods should be maintained at 0 degrees F and thawed in the refrigerator. The food should not be refrozen because of nutrient and flavor loss, plus spoilage hazards.

2. Ranges - This has been called one of the most important pieces of kitchen equipment because of the variety of cooking tasks which can be done. Some ranges have open burners which are individually controlled, while other ranges have a combination of burners and a flat top or grill.

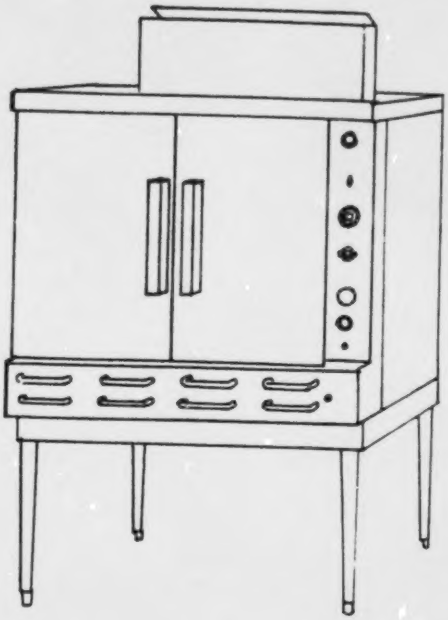
3. Ovens - This is another multi-use piece of equipment. It is important to preheat the oven, place items in the oven with space for air circulation, and keep the oven door closed unless it is necessary to check food. Each time the oven is opened, the temperature drops and cooking time can take longer. There are several kinds of ovens:
   a. Stack or deck oven
   b. Ovens as part of range
   c. Convection oven (uses fans to circulate hot air)
   d. Microwave oven (high speed oven which generates heat inside the food)

4. Bun or Food Warmer - Temperature and humidity are controlled to maintain food at a temperature ready to serve.

5. Special Cooking Equipment
    a. Tilting Fry Pan or Skillet - Tilts for emptying or draining, can be used as a fry pan or water can be added for simmering.
    b. Steam-Jacketed Kettle - Food can be heated quickly because steam surrounds the kettle. Temperature is controlled by opening and closing the steam valve.
    c. Pressure Steamer - Cooks with steam in a compartment and can produce higher temperatures than boiling when under steam pressure.
    d. Broiler - Cooks with a direct heat source, radiant heat. A small overhead broiler mounted over a range is called a salamander. Cooking temperature is controlled by moving the food closer to the source of heat or changing the temperature of the equipment. Preheat before use.
    e. Deep Fryer - Cooks foods submerged in hot fat with a controlled temperature.
    f. Coffee Urn

6. Processing Machines
    a. Mixers - Use a variety of attachments to perform tasks.
    b. Slicer, Chopper, and Grinder - Produces uniform size and thickness in food.

OVENS



CONVECTION OVENS are used constantly in food service. They are fast, efficient, and do not dry out the food.

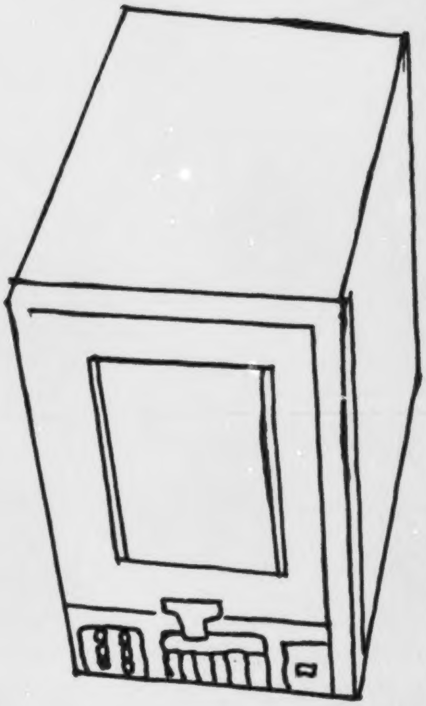
The heat, provided by gas or electricity, is driven by a fan. The forced air speeds the cooking of all foods. Convection ovens also preheat faster. For instance, a regular oven takes about twenty minutes to preheat to a set temperature. A convection oven will preheat in five minutes.

Convection ovens come in many different sizes. The shelves may be placed close together because the forced circulation of air provides an even heat.

MICROWAVE OVENS are in general use in most food service operations. They are used mostly for defrosting and cooking frozen foods, or warming precooked foods for service. For instance, beef may be roasted to the very rare stage in a regular oven. As beef is ordered by the customer it is sliced and heated in the microwave oven. Used correctly, microwave ovens maintain freshly prepared flavor and appearance.

Microwave ovens have an electron tube called a magnetron. The tube converts electrical energy to microwave energy.

In ordinary cooking, the heat is transferred to the food by the air or a heated pan. But microwaves are attracted to the fat, sugar, and moisture molecules of the food. They travel directly to the food without heating the air. The cooking dish heats only as the food inside becomes hot.



When the microwaves encounter the molecules of food, they cause them to vibrate at a very high speed. The friction of the vibrating molecules generates heat. This heat, by chain reaction, moves from the outside edges to the center of the food. Even when the food is removed from the oven, the vibration continues for several minutes. This standing time must be considered when estimating the total cooking time.

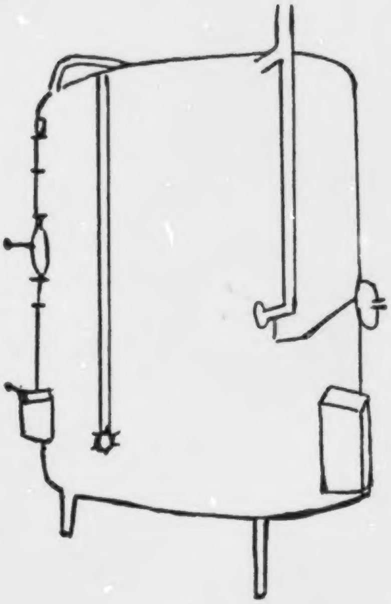
Microwaves bounce off metal. The interior of the oven is made of metal so that the waves will bounce off and enter the food in the most efficient manner.

STEAM-JACKETED KETTLES are used for cooking soups, stews, stocks, and other foods formerly cooked on top of the range. The steam enters the jacket surrounding the kettle. It circulates at 34-55 kPa [5-8 psi].

Some kettles are very large, holding as much as 568 L [150 gal]. Others are as small as 49.2 L [13 gal]. They usually have a gear-driven mechanism for tilting the kettle and pouring the food. Large kettles are used only where very large amounts of food are prepared. Because of their size and depth, they are cumbersome to use.

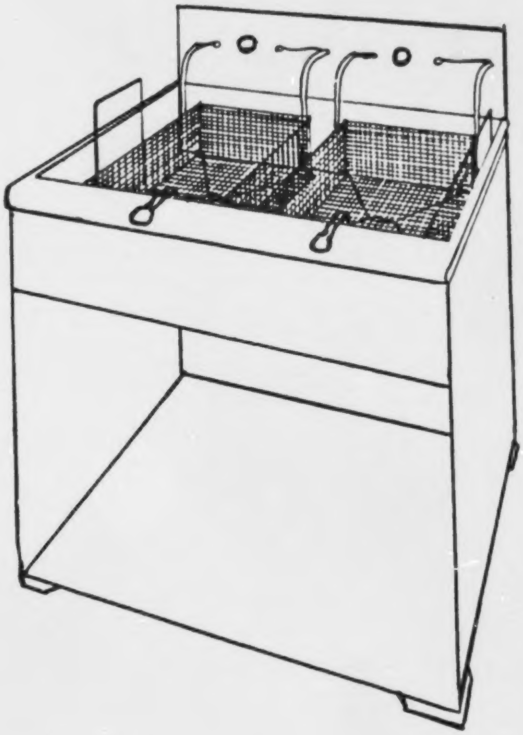
Smaller kettles may be mounted on a counter. These smaller kettles are sometimes called trunnions because they are mounted between two pivots (trunnions). These allow the kettle to be tilted for emptying. The smaller kettles are commonly used in food service because they are easy to handle.

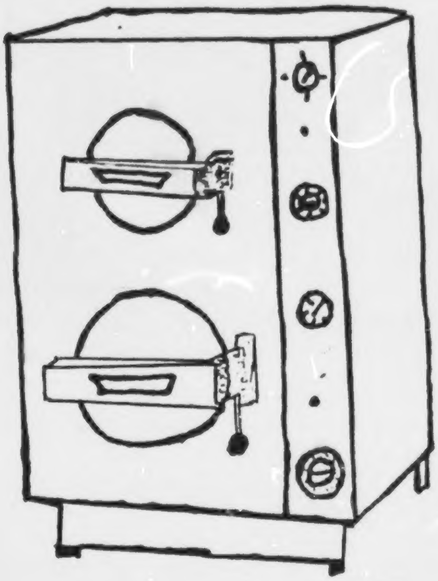
Steam-jacketed kettles may have a draw-off valve on the lower front side for removing the liguid.



FRYERS are used for frying in deep fat. Fryers may be floor mounted or portable. Portable fryers are usually placed on a counter. Both types have wire baskets that can be lowered into the hot fat or oil. When the food is done, the basket is lifted out and rested on the lip of the fryer for a few seconds. This allows the fat to drain out. In very large fryers, the lowering and lifting may be done mechanically.

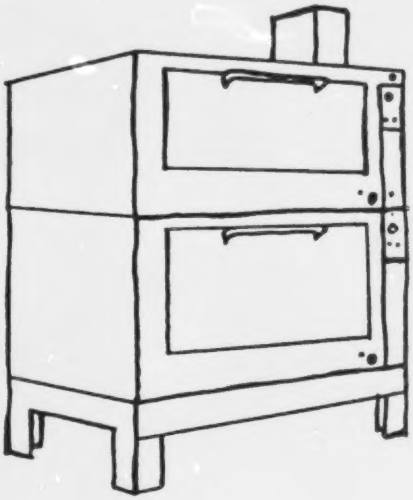
Fryers are heated either with gas or electricity. The heat is controlled by a thermostat. Most fryers have automatic timers, also. A valve at the bottom of the fryer permits fat to be drained so the fryer can be cleaned.





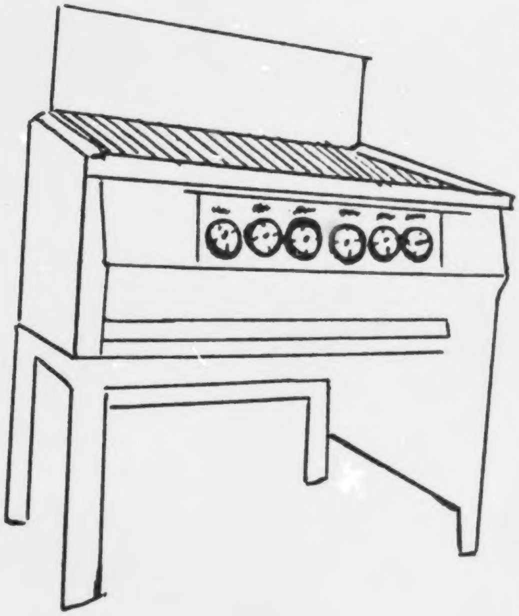
STEAMERS use steam to cook food. Steam is used in food service because it cooks food quickly and economically. It also preserves the natural flavor and color. Cooking with steam preserves nutrients such as vitamins and minerals. Steam has other advantages too. It cannot boil over like water. The food cannot stick or burn. Steam is used primarily for cooking vegetables.

Steam under pressure can develop much higher temperatures than boiling water. When steam is generated in a closed container, it builds up pressure.



STACK OVENS are a series of baking shelves, one on top of the other, each with its own door. The temperature of each shelf is controlled by its own thermostat. In a bakery, the shelves are about 22 cm [8 in] high. In the hot stations, the shelves are 30 cm [12 in] high to hold large pieces of meat.

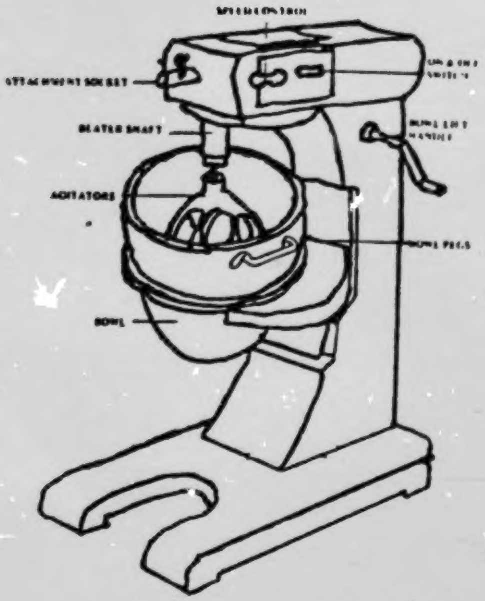
The stack oven is used for roasting, baking, and oven frying, and it may be operated by either gas or electricity.



BROILERS apply heat directly to the food from underneath, from the top, or from both sides at the same time. The source of heat may be electricity, gas, charcoal, or heated volcanic rock. In broiling, provision must be made for the juices and fat to drain away as the meat cooks.

Charcoal has long been considered the best source of heat for broiling. It gives the typical charcoal flavor. Some specialty houses still use charcoal, but is is expensive and smoky. The use of lighter fluid to set fire to the charcoal often gives undesirable smell.

Heated volcanic rock is frequently used now instead of charcoal. Cleaner, cheaper, and safer than charcoal, it still gives the charcoal flavor. The rocks are heated by gas or electricity until they are white hot. The gas or electricity is then turned low. As the fat drips from the meat and hits the hot rocks, it flames. This produces the charcoal flavor.

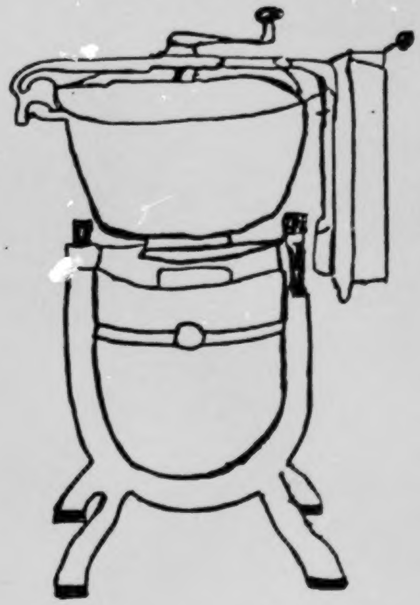


VERTICAL, or UPRIGHT MIXERS come in different sizes to match the particular job. Size is determined by the capacity of the bowl. The smallest vertical mixer is 4.7 L [5 qt] and fits on the counter. The largest one is 37.8 L [40 qt] and stands on the floor. The large, stationary mixer has adapter rings so bowls of different sizes can be used with the same mixer.

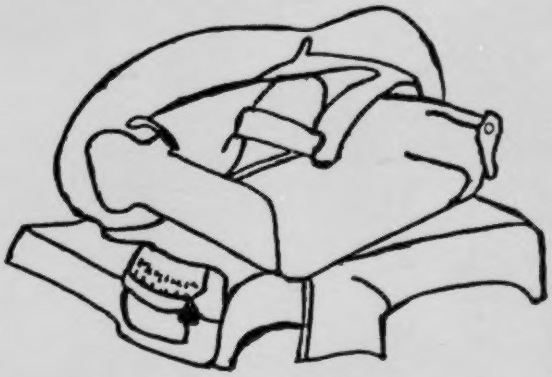
On small vertical mixers, the bowl is lifted by a crank to fit under the beater. On large models, this lifting is done by an electric motor.

Vertical mixers have many different types of beaters, or agitators. Whips are used for whipping cream, eggs, and other similar preparations. Flat beaters, or paddles, are used for most mixing jobs, such as mixing dough and mashing potatoes. Hooks are used for kneading dough.

Vertical mixers also have attachments that fasten on the fromt and are motor-driven. These attachments are used for grinding, chopping, slicing, shredding and dicing.

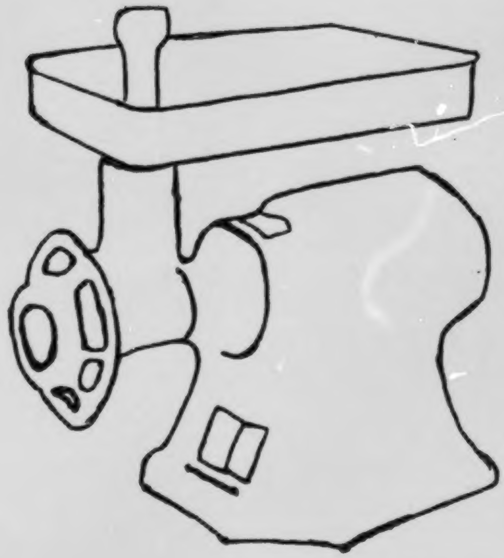


HORIZONTAL MIXERS are used in commercial bakeries. Bakers in food service kitchens usually use a vertical mixer. A horizontal mixer is shaped like a cylinder with a sliding door on the side. It makes it easy to add ingredients during the mixing. It is safer for the worker.



SLICERS are used to slice meat, cheese, and vegetables. A slicer has a very sharp, rotating blade. The thickness of the slice can be adjusted as desired.

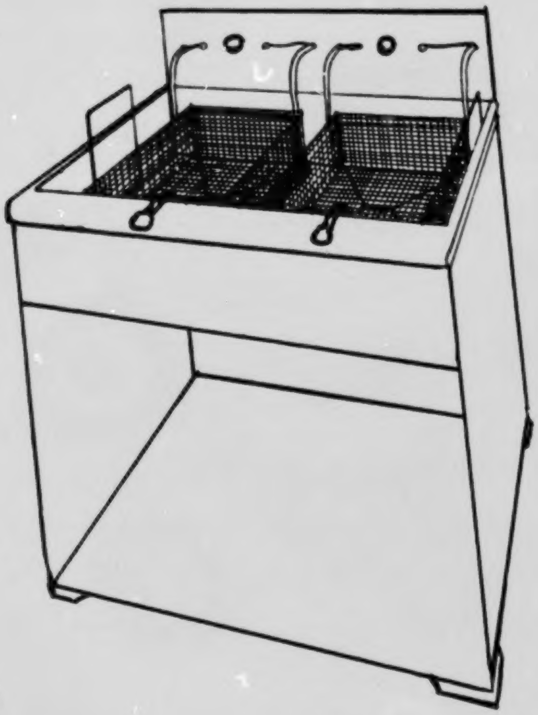
FOOD CHOPPERS are used to chop or grind such products as meat, nuts, vegetables, bread crumbs, and similar foods. The particle size of the food can be varied by using plates with holes of different sizes. The food is pushed through the hopper against the blades, and through the holes using a wooden mallet. Food choppers are operated by hand or by electricity.

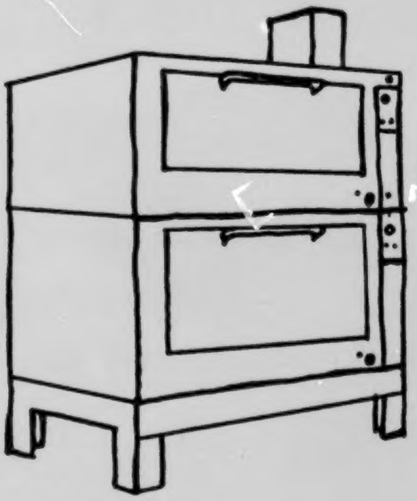


COMMERCIAL KITCHEN APPLIANCES

APPLICATION NAME: ____________________

IDENTIFY the following kitchen appliances and give the MAJOR USE of each.





1. ____________________

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2. ____________________

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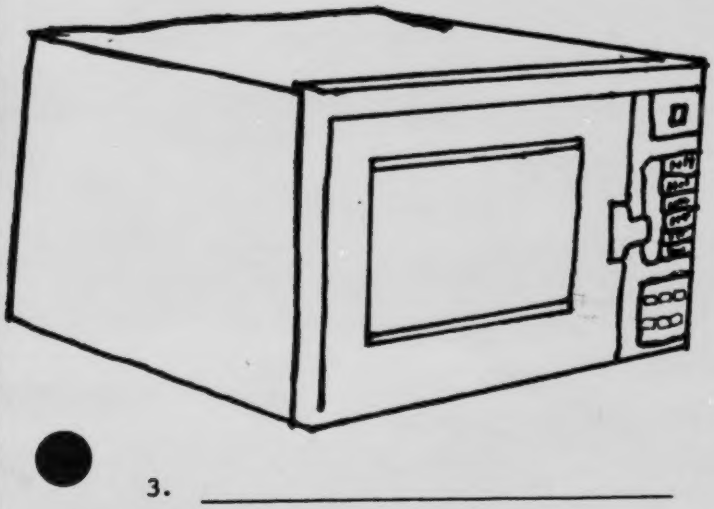

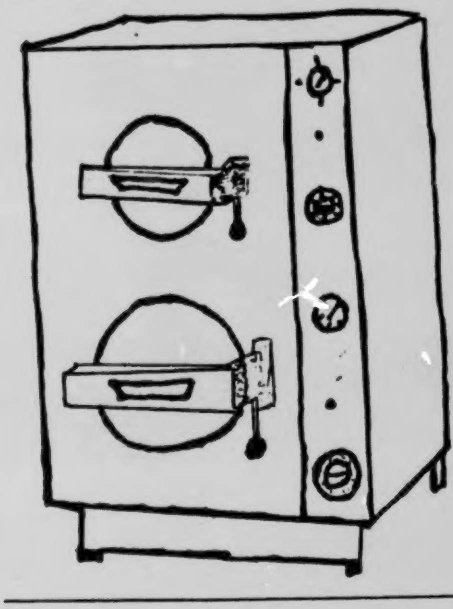

3. ____________________

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4. ____________________

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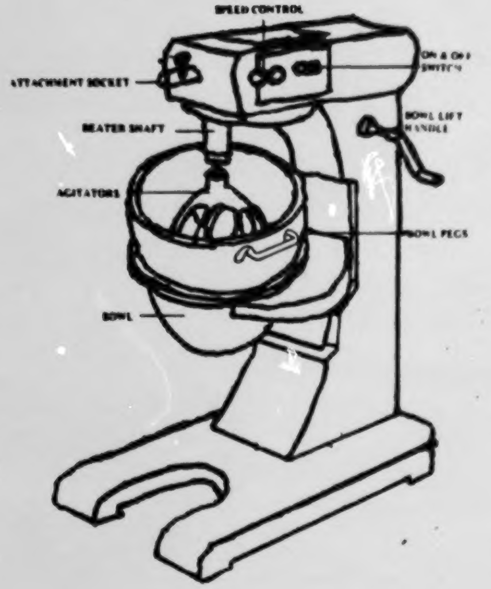
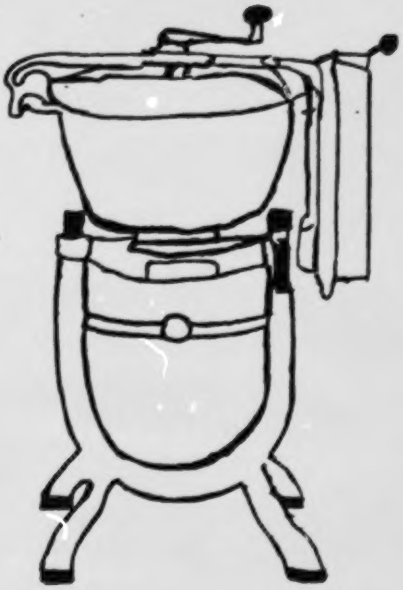

SPEED CONTROL
ATTACHMENT SOCKET
ON & OFF SWITCH
BEATER SHAFT
BOWL LIFT HANDLE
AGITATORS
BOWL PEGS
BOWL



5. ______________________________

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6. ______________________________

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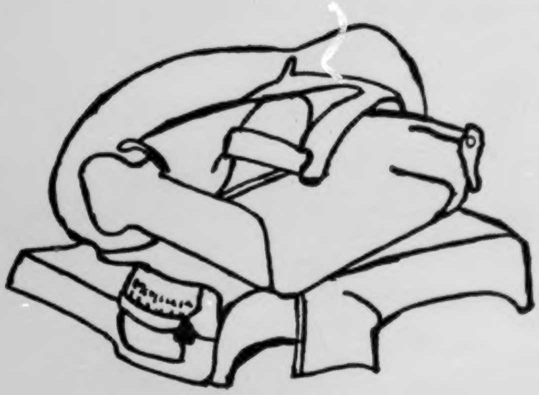

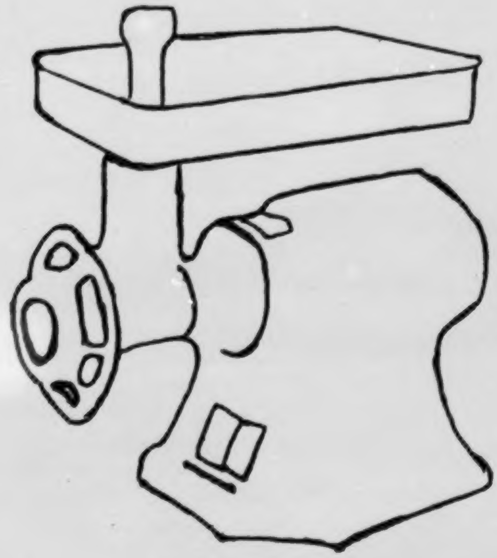

7. ______________________________

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8. ______________________________

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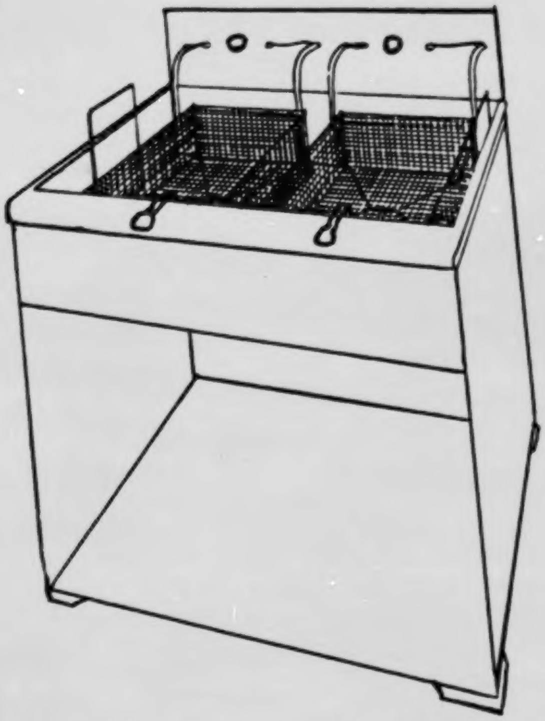
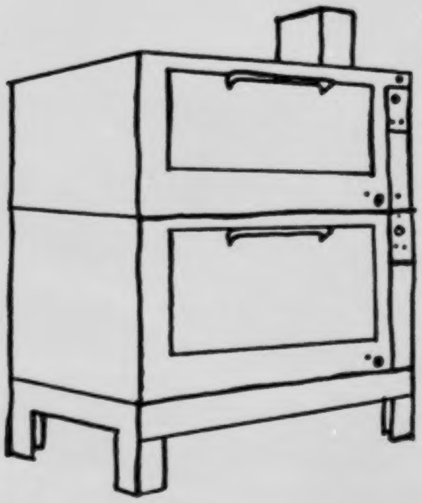
COMMERCIAL KITCHEN APPLIANCES

APPLICATION KEY NAME:

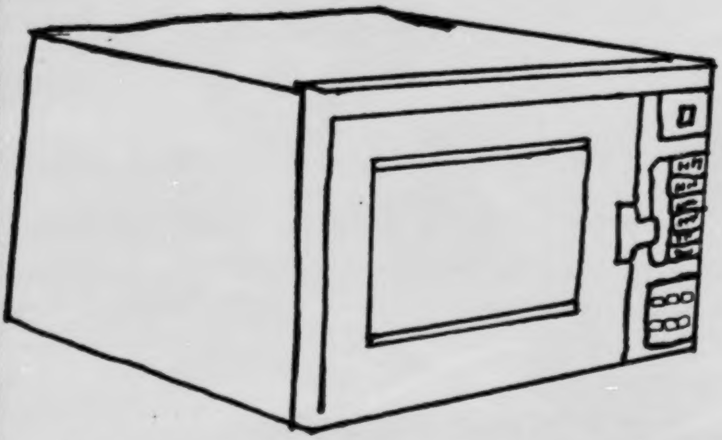
IDENTIFY the following kitchen appliances and give the MAJOR USE of each.

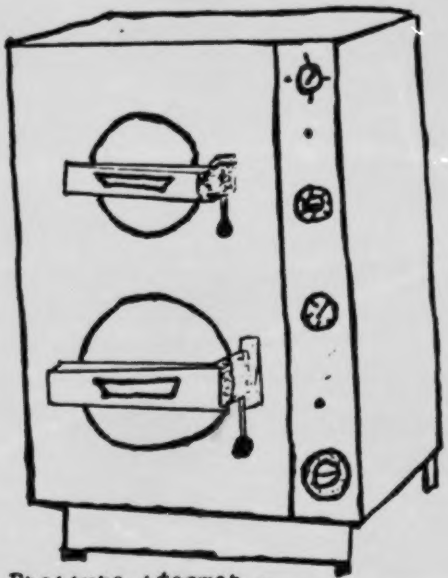




1. Deep-fat Fryer - Frying foods in deep fat.

2. Stack Oven - Used for roasting, baking, & oven frying.

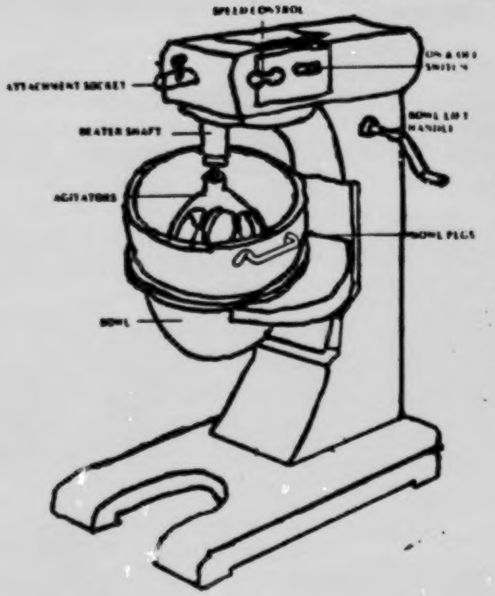


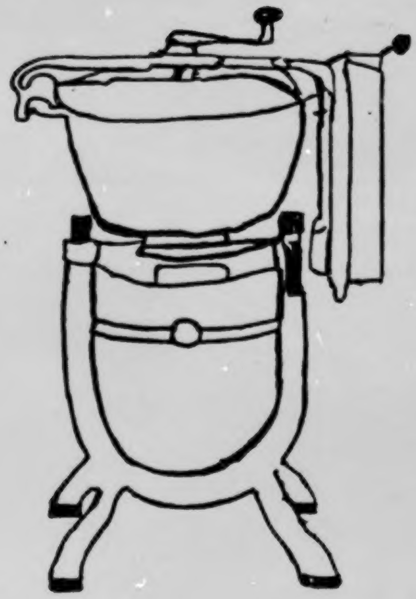


3. Microwave Oven - Used mostly for defrosting & cooking frozen foods

4. Pressure steamer - Steaming foods under pressure

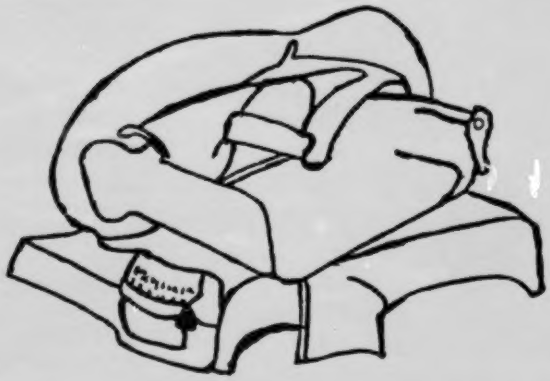
KEY CONTINUED

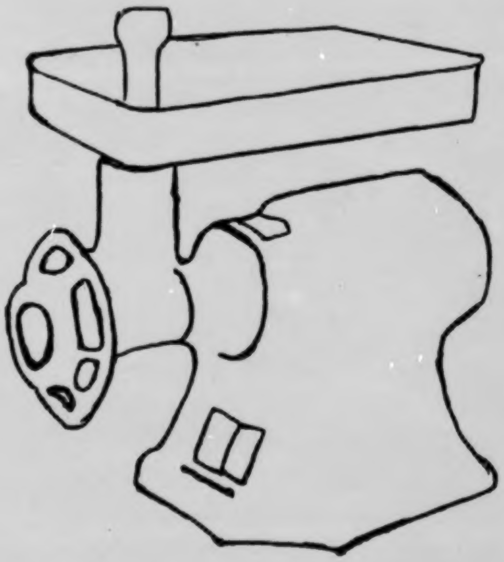

SPEED CONTROL
ON & OFF SWITCH
ATTACHMENT SOCKET
BEATER SHAFT
BOWL LIFT HANDLE
AGITATORS
BOWL PEGS
BOWL



5. Vertical Mixer - Mixing, whipping, kneading dough

6. Horizontal Mixer - Used in Commercial Bakeries





7. Food Chopper - Chop or grind food

8. Food Slicer - slices meat, cheese & vegetables

COMMERCIAL KITCHEN APPLIANCES
JOB ADVANCEMENT NAME: ____________________

TRUE / FALSE:

________ 1. Steaming preserves the natural flavor and color of foods, and is used for vegetables.

________ 2. The only source of heat for broilers is either electricity or gas.

________ 3. The stack oven is used for roasting, baking and oven frying.

________ 4. Convention ovens are fast, efficient and do not dry out the food.

________ 5. Microwave ovens are used mostly for baking foods.

________ 6. Steam-jacketed kettles are used for cooking soups, stews and stocks.

________ 7. Fryers may be floor-mounted or portable.

________ 8. In broiling, it is important for meat to cook slowly in its own juices and fat.

________ 9. Food choppers are operated by hand or by electricity.

________ 10. A food slicer will only slice one particular thickness and cannot be varied.

COMMERCIAL KITCHEN APPLIANCES
JOB ADVANCEMENT KEY NAME:

TRUE / FALSE:

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CHILD CARE

code: CC-KS-82-123
title: ESTABLISHING A DAY CARE CENTER
author: Karen Behning

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Duplicate Application and Job Advancement.

Have available copies of "Information Guidelines for Establishing and Licensing a Day Care Center" put out by Arizona Department of Health Services - S3 -- S8.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

ESTABLISHING A DAY CARE CENTER
APPLICATION

NAME:

1. Define day care center.

2. List the five factors essential to planning a day care center.

   a.

   b.

   c.

   d.

   e.

3. List the five steps needed to apply for a day care license.

   a.

   b.

   c.

   d.

   e.

ESTABLISHING A DAY CARE CENTER
APPLICATION
KEY

NAME:

---

1. Define day care center. *A day care center is any facility in which day care is regularly provided for compensation for five or more children not related to the proprietor.*

2. List the five factors essential to planning a day care center.

   a. *types of programs - infant, toddler, preschool*

   b. *number of children desired*

   c. *net square feet available - indoor activities*

   d. *square feet available - outdoor activities*

   e. *toilet ratios - number of sanitary units per children*

3. List the five steps needed to apply for a day care license.

   a. *After your plans are approved by survey and construction, the Bureau of Day Care facilities will send you an application.*

   b. *The application must be completed, notarized and returned with the required fee to the Arizona Department of Health Services.*

   c. *Request a fire inspection.*

   d. *Request a sanitation inspection.*

   e. *Within 30 days of receipt of your application and fee, a surveyor from the department will call you to schedule the licensing survey.*

NAME: ____________________________

I. TRUE AND FALSE

_____ 1. You need not have a license to operate a day care center for 60 days after opening.

_____ 2. A day care center is any facility in which four or more children not related to the proprietor are cared for, for compensation.

_____ 3. All day care centers must have a sanitation inspection but fire inspections are not necessary.

_____ 4. All applications must be notarized before returning them to the Arizona Department of Health Services.

_____ 5. Once a day center is licensed, there is no need for additional inspections.

_____ 6. The size of building required is determined by the number of children to care for in the center.

II. List the five most important factors essential for planning a day care center.

a.

b.

c.

d.

e.

III. Write a definition of a day care center.

ESTABLISHING A DAY CARE CENTER
JOB ADVANCEMENT KEY NAME: ____________________

I. TRUE AND FALSE

F 1. You need not have a license to operate a day care center for 60 days after opening.

F 2. A day care center is any facility in which four or more children not related to the proprietor are cared for, for compensation.

F 3. All day care centers must have a sanitation inspection but fire inspections are not necessary.

T 4. All applications must be notarized before returning them to the Arizona Department of Health Services.

F 5. Once a day center is licensed, there is no need for additional inspections.

T 6. The size of building required is determined by the number of children to care for in the center.

II. List the five most important factors essential for planning a day care center.

a. types of programs - infant, toddler, preschool

b. number of children desired

c. net square feet available for indoor activities

d. net square feet available for outdoor activities

e. toilet rations - number of sanitary units per children

III. Write a definition of a day care center.

A day care center is any facility in which day care is regularly provided for compensation for five or more children not related to the proprietor.

code: CC-KS-82-123

title: ESTABLISHING A DAY CARE CENTER

author: Karen Behning

HERO HELP

Help Wanted

(Place all marks on a separate page.)

Mary had always loved children and hoped some day to have a day care center of her own. She is now caring for children in her home and plans are started for her own center. What does Mary need to know before she can make her 'dream' day care center a reality?

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Define Day Care as mandated by the Arizona Revised statutes.
2. Identify steps necessary to apply for a day care license.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read pamphlet "Information Guidelines for Establishing and Licensing a Day Care Center".

2. Interview a Day Care Center Director and/or owner and find out the following information and report findings to the teacher or the class.
   A. What were regulations concerning:
      1. physical building
      2. staff
      3. food

   B. Any advice to someone wanting to start a Day Care Center.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** *EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Visit a large franchise day care center and a small privately-owned center and compare facilities and the different ways each center complies with the regulations.

Design a day care center, using the information you learned. Keep in mind the Essentials of Planning. Turn in to the instructor.

INFORMATION GUIDELINES FOR ESTABLISHING AND LICENSING A DAY CARE CENTER

- *What is day care*
  - *Regulations*
    - *Submission of architectural drawings*
      - *How to apply for a license*

ARIZONA DEPARTMENT OF HEALTH SERVICES

dhs

This booklet is provided to familiarize potential day care operators with licensing procedures.

I. WHAT IS DAY CARE?

As defined by Arizona Revised Statutes,"Day Care means the care, supervision and guidance of a child or children, unaccompanied by parent, guardian or custodian, on a regular basis, for periods of less than twenty-four hours per day, in a place other than the child's or children's own home or homes." A day care center is defined as "any facility in which day care is regularly provided for compensation for five or more children not related to the proprietor." Regardless of what you call your facility (i.e., nursery, pre-school, play school, day care) you will need a **DAY CARE CENTER LICENSE** before you begin operation.

II. REGULATIONS

You must read and become familiar with the enclosed copy of Chapter 5, Day Care Centers, Articles 1-4. These are *minimum* standards and must be complied with by all licensed day care centers. You will want to plan for a high quality of care, which in many areas will require you to exceed the minimum requirements

III. SUBMISSION OF ARCHITECTURAL DRAWINGS

The information presented here will clarify procedures for submission of architectural drawings and review by staff architects.

Rules and Regulations - Chapter 5, Article 1, R9-5-413 - Physical Plant Construction:

The better this section is understood, the more the following narrative will be of help.

Factors Essential to Planning:

Types of Programs - i.e., Infant, Toddler, Preschool, Day Care
Number of Children Desired
Net Square Feet Available - Indoor Activities
Square Feet Available - Outdoor Activities
Toilet Ratios - Number of Sanitary Units (toilets & handwashing sinks)

These requirements govern many design decisions you are about to make. Remember that factors such as staff/child ratios, and the square footage available for indoor and outdoor activities are important in determining the licensing capacity of your center.

EXAMPLE:

Desired licensed capacity - 38 children

Program:

Number of Infants	8	Staff Persons	1
Number of Toddlers	10	Staff Persons	1
Number of Preschoolers	20	Staff Persons	1
TOTAL	38	Director	1
		TOTAL	4

Number of Sanitary Units Required ....
3 (permits 45 children maximum)

Net Square Feet for Infant Area (8 x 35 sq. ft.) ....
280 sq. ft. required

Net Square Feet for Toddler Area (10 x 35 sq. ft.) ....
350 sq. ft. required

Net Square Feet for Preschool Area (20 x 25 sq. ft.) ....
500 sq. ft. required

Net Square Footage - Outdoor Activities (38 - 2 = 19 x 75 sq. ft.) ..
1,425 sq. ft. required

From this base you plan to design your center. If you are intending to purchase an existing center, you must find one that meets, or can be modified to meet these specifications.

Future Expansion:

Give some thought to the possibility of future expansion with regard to toilet facilities.

Resources

The Department of Health Services and other public agencies can provide information that will have a significant impact on your decision to operate a day care center. Please avail yourself of these resources. Contact the following agencies before you firm up your thinking. You are responsible for becoming licensed, so don't miss any of these vital steps.

1. **Arizona Department of Health Services**
   Bureau of Day Care Facilities

   Surveyors from this Department will gladly consult with potential day care owners prior to their purchasing or building a facility, regarding licensure requirements.

2. **Local Zoning Department**

   The zoning agency in your locality will determine how your property may be used. Make sure you can build (or use the existing building) for child care purposes.

3. **Local Building Department**

   The local building department will check your plans for compliance with the building code and issue a building permit to the contractor of record. It will also issue a Certificate of Occupancy when the center is complete.

4. **Local County Health Department**

   This Department will review and approve your center to meet sanitation requirements. Please check with the Bureau of Day Care Facilities for the proper agency to contact (602)255-1112.

5. **Arizona Department of Health Services**
   Bureau of Survey and Construction

   We recommend that you submit *preliminary plans* to this Bureau. *They are not mandatory,* but a preliminary evaluation can and will speed up the review process. It wil also give us an opportunity to help you avoid problems in construction or design of the center. We, like you, are interested in well planned centers.

   A complete set of plans with a brief narrative of your program is necessary in order for us to evaluate your center. Include mechanical, electrical, plumbing and any other applicable specifications.

Comments About Our Licensing Regulations Regarding Change of Ownership Follows:

1. Existing centers shall have on file with the Department, a complete set of drawings which reflect the current utilization of the center. They must be *accurate!*
2. A manual fire alarm and other early fire warning systems are required. The systems necessary will depend on center capacity and services offered.
3. The above systems must be approved by your local fire department.
4. The center must meet present codes and standards applicable to new centers.
5. No application will be issued to the new owner until all of the above specifications are met.
6. Please submit two sets of plans and specifications to:

Arizona Department of Health Services
1740 West Adams Street, Suite 302
Phoenix, Arizona 85007
Attn: Staff Architect

IV. HOW TO APPLY FOR A LICENSE?

1. After your plans have been approved by Survey and Construction, the Bureau of Day Care Facilities will send you an application.
2. The application must be complete, *notarized*, and returned with the required fee ($150 for a three year licensure period) to the Arizona Department of Health Services.
3. Contact your local fire department to request a fire inspection. The Deputy State Fire Marshal (255-5062) will conduct this inspection in communities that do not have local fire department jurisdiction over day care centers.
4. You will also need a sanitation inspection. Contact your local health department. If it does not provide this service, a state sanitarian from the Arizona Department of Health Services will conduct this inspection.
5. Within 30 days of receipt of your application and fee, a surveyor from the Arizona Department of Health Services will call you to schedule the licensing survey (inspection).
6. Centers found to be in substantial compliance with licensure regulations, will be issued an initial, provisional license for a period of six months.

   During this six month period, the Department staff will regularly monitor center activities to assure continued compliance with all regulations. Upon satisfactory completion of the provisional period the center will be issued a regular license for the remaining two and one-half years of the three year licensure period. No additional fee is required.
7. All centers will be monitored by the Arizona Department of Health Services surveyors. Visits will occur unannounced during hours that the center is in operation.

ADHS/HR/Day Care Facilities 20 (Rev 8-81)

code: CC-KS-82-124

title: DAY CARE STATE REGULATIONS

author: Karen Behning

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Duplicate Application.

Duplicate Job Advancement.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

JOB APPLICATION

I. Define the following:

1. Child - ______________________________

____

2. Day Care - ______________________________

____

3. Day Care Center - ______________________________

____

4. Department - ______________________________

____

5. Director - ______________________________

____

6. Person - ______________________________

____

II. True or False

_____1. All day care centers must be licensed by the state.

_____2. The amount and type of food served is governed by law.

_____3. Day care centers are inspected at least once a month.

_____4. Day care centers must have an advisory board.

_____5. The department may revoke or suspend the license of any person for violation of any law.

_____6. The license shall be conspicuously posted in the day care center.

III. Fill in the blank:

1. Upon application for a license by a Day Care Center, the department of ______________________ shall investigate the facilities, activities and standards of care the day care center.
2. The license fee shall be prescribed by the department but not to exceed ______________ dollars.
3. The department shall make a minimum of ______________________ visits to each day care center annually, at least one of which will be ________________________.

JOB APPLICATION

I. Define the following:

1. Child - any person through the age of fourteen years.

2. Day Care - care, supervision and guidance of a child on a regular basis, for periods of less than twenty-four hours out of the home.

3. Day Care Center - facility in which day care is provided for compensation for five or more children.

4. Department - department of health services.

5. Director - director of the department of health services

6. Person - individuals, partnerships, corporations, nurseries, day camps, agencies and centers which operate a day care center.

II. True or False

T 1. All day care centers must be licensed by the state.

T 2. The amount and type of food served is governed by law.

F 3. Day care centers are inspected at least once a month.

T 4. Day care centers must have an advisory board.

T 5. The department may revoke or suspend the license of any person for violation of any law.

T 6. The license shall be conspicuously posted in the day care center.

III. Fill in the blank:

1. Upon application for a license by a Day Care Center, the department of Health services shall investigate the facilities, activities and standards of care the day care center.

2. The license fee shall be prescribed by the department but not to exceed fifty dollars.

3. The department shall make a minimum of two visits to each day care center annually, at least one of which will be Unannounced.

Job Advancement

I. Fill in the blank:

1. A day care advisory Board shall be composed of ________________ members.

2. The license fee shall be prescribed by the department but not to exceed ____________________dollars.

3. Upon application for a license by a Day Care Center, the Department of ______________________________________ shall investigate the facilities and standards of the care at the day care center.

4. Department shall review its rules and regulations every ____________years.

5. The department shall make a minimum of ____________________visits to each day care center annually, at least one of which shall be ____________________.

II. Matching

______ 1. Child

______ 2. Director

______ 3. Department

______ 4. Day Care

______ 5. Day Care Center

A. care, supervision, and guidance of a child on a regular basis out of the home

B. department of health services

C. any person through the age of 14 years

D. facility in which day care is provided for compensation for five or more children

E. director of the department of health services

F. individuals, partnerships, corporations, nurseries, day camps, agencies and centers which operate a day care center

Job Advancement

I. Fill in the blank:

1. A day care advisory Board shall be composed of nine members.

2. The license fee shall be prescribed by the department but not to exceed fifty dollars.

3. Upon application for a license by a Day Care Center, the Department of Health Services shall investigate the facilities and standards of the care at the day care center.

4. Department shall review its rules and regulations every two years.

5. The department shall make a minimum of two visits to each day care center annually, at least one of which shall be unnannounced.

II. Matching

C 1. Child
E 2. Director
B 3. Department
A 4. Day Care
D 5. Day Care Center

A. care, supervision, and guidance of a child on a regular basis out of the home

B. department of health services

C. any person through the age of 14 years

D. facility in which day care is provided for compensation for five or more children

E. director of the department of health services

F. individuals, partnerships, corporations, nurseries, day camps, agencies and centers which operate a day care center

code: CC-KS-82-124
title: STATE REGULATIONS ON DAY CARE CENTERS
author: Karen Behning

HERO HELP

Help Wanted

PLACE ALL MARKS ON A SEPARATE SHEET OF PAPER.

Jane recently bought a Day Care Center, something she had always wanted to do. Two weeks after she took over, the Health Inspector came, found violation of three regulations and suspended her license until such time as the violations were rectified. What should Jane have investigated before buying the center?

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Know the definitions used in Arizona State Law regarding Day Care Centers.
2. Pass a test on state regulations with 80% accuracy.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read Information sheet on State Laws.
2. Interview a Day Care center director.
3. Visit a Day Care Center and observe the following:
   - A. How many children per teacher?
   - B. What were the physical buildings like?
   - C. Where is the license posted?
   - D. What information is on the license?

   Turn in a written report to your teacher on your observations.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Ask someone from the Health Services or State Day Care Regulations division to talk to the class.

Develop an evaluation device for day care centers using the rules and regulations you learned.

(The following pages provide the basic content of the current legislation pertaining to Child Day Care Programs in the State of Arizona. An exact copy of the Statute including Notes on Amendments, can be found in the office of the Secretary of State and the State Library.)

CHILD DAY CARE PROGRAMS

Chapter 7.1

ARTICLE 1. DAY CARE CENTERS

§ 36-881. DEFINITIONS

In this article, unless the context otherwise requires:

1. "Child" means any person through the age of fourteen years.

2. "Day care" means the care, supervision and guidance of a child or children, unaccompanied by parent, guardian or custodian, on a regular basis, for periods of less than twenty-four hours per day, in a place other than the child's or the children's own home or homes.

3. "Day Care Center" means any facility in which day care is regularly provided for compensation for five or more children not related to the proprietor.

4. "Department" means the Department of Health Services.

5. "Director" means the Director of the Department of Health Services.

6. "Person" means individuals, partnerships, corporations, associations, day nurseries, nursery schools, day camps, kindergardens, child care agencies or child care centers which operate a day care center.

§ 36-882. LICENSE; POSTING; TRANSFER PROHIBITED; FEE

A. A day care center shall not receive any child for care, supervision or training unless the agency is licensed by the department of health services.

B. Application for a license shall be made on a form prescribed by the department.

C. Upon application for a license by a day care center the department of health services shall investigate the facilities, activities, and standards of care of the day care center, and if satisfied that it conforms with the standards of care prescribed by the department, and that its equipment, its services and the good character of the applicant are conducive to the welfare of children, a license shall be issued. A provisional license, for a period not exceeding six months, may be issued to any day care center which is temporarily unable to conform to the established standards of public health and does not threaten the health or safety of children.

§ 36-882. LICENSE; POSTING; TRANSFER PROHIBITED; FEE (Continued)

D. The license fee shall be as prescribed by the department but not to exceed fifty dollars. The license shall be valid for one year from the date of issuance and shall specify the following:

1. Name of applicant.

2. Exact address where the day care center will be maintained.

3. Maximum number and age limitations of children that may be cared for at any one time.

4. The classification of the day care center and type of services that the day care center is licensed to provide.

E. The license shall not be transferable from person to person and shall be valid only for the quarters occupied at the time of issuance.

F. The license shall be conspicuously posted in the day care center.

§ 36-883. STANDARDS OF CARE; RULES AND REGULATIONS; CLASSIFICATIONS

A. The director of the department of health services shall prescribe reasonable rules, regulations and standards regarding the health, the safety, and the well-being of the children to be cared for in any day care center, including, but not limited to:

1. Adequate physical facilities for the care of children such as building construction, fire protection, sanitation, sleeping facilities, isolation facilities, toilet facilities, heating, ventilation, indoor and outdoor activity areas and, if provided by the day care center, transportation safely to and from the premises.

2. Adequate staffing per number and age groups of children by persons qualified by education or experience to meet their respective responsibilities in the care of children.

3. Activities, toys and equipment to enhance the development of each child.

4. Nutritional and well-balanced food.

5. Encouragement of parental participation.

6. Exclusion from day care centers of individuals whose presence may be detrimental to the welfare of children.

B. Such rules, regulations and standards shall be adopted in accordance with title 41, chapter 6, article 1 and § 36-115.

C. Until such standards are prescribed, existing standards shall be compiled with before issuance of a license.

D. Any rule, regulation or standard involving educational activities, physical examination, medical treatment or immunization shall include appropriate exemptions for children whose parents object there-to on the ground that it conflicts with the tenets and practices of a recognized church or religious denomination of which the parent or child is an adherent or member.

E. The department shall conduct a comprehensive review of its rules and regulations at least once every two years. Before conducting such review, the department shall consult with agencies and organizations that are knowledgeable about the provision of day care services to children including, but not limited to:

1. The Department of Economic Security.
2. The Department of Education.
3. The state fire marshall.
4. The league of cities and towns.
5. Citizen groups.
6. The day care advisory board.

F. The department shall designate appropriate classifications and establish corresponding standards pertaining to the type of care offered. Such classifications shall include, but not be limited to:

1. Facilities offering infant care.
2. Facilities offering specific educational programs.
3. Facilities offering evening and nighttime care.

G. Regulations for the operation of day care centers shall be stated in such a way as to make clear the purpose such regulations serve.

§ 36-884. EXEMPTIONS

The provisions of this article shall not apply to the care given to children by or in:

1. The homes of parents or blood relatives.

2. A religious institution conducting a nursery in conjunction with its religious services.

3. A unit of the public school system.

4. A regularly organized private or parochial school engaged in an educational program which may be attended in substitution for public school pursuant to § 15-321. If such school provides day care beyond regular public school hours or for children who are not regularly enrolled in kindergarten through twelfth grade, that portion of the school providing such care shall be considered a day care center and subject to the provisions of this article.

5. Any facility providing care that is primarily supervised training in a specific subject, including, but not limited to dancing, drama, music, and religion.

§ 36-885. INSPECTION OF DAY CARE CENTER

A. The department of designated local health departments of its agents may at any time visit during hours of operation and inspect day care centers in order to determine whether they are conducted in compliance with law and with rules and regulations under § 36-883.

B. The department shall make a minimum of two visits to each day care center annually, at least one of which shall be unannounced.

§ 36-886. OPERATION WITHOUT A LICENSE; CLASSIFICATION

A. Whenever it appears that any person is maintaining or operating a day care center without a license, the department shall serve notice thereof upon such person, either by mail, by registered mail with return receipt requested, or by delivery in person. The person affected by the notice shall, within ten days from receipt thereof, cease and desist from such operation or show proof of having a valid license. Such person may, within ten days, request in writing a hearing before the director.

B. Upon application of the department, a magistrate shall issue a warrant to the department authorizing inspection of any day care center if there is probable cause to believe that such center is operating without a license.

C. Upon failure of any affected person to comply as prescribed herein, the department shall notify the county attorney of the county in which the day care center is being operated of the violation of law, with a request that criminal prosecution be commenced against the violator. The department may, in addition, request the attorney general to apply for injunctive relief.

D. Any person who continues to maintain or operate a day care center without a license ten days after receipt of notice from the department, is guilty of a petty offense.

§ 36-886.01. INJUNCTION

When the department has reason to believe that a day care center is operating under conditions that present possibilities of serious harm to children, the department shall notify the county attorney or the attorney general, who shall immediately seek a restraining order and injunction against the day care center.

§ 36-887. PROCEDURE FOR INSPECTION OF RECORDS

A. Any person wishing to inspect the content of case records established in relation to day care center licensing shall register with the department by signing his or her name and stating the reasons why the inspection is being sought.

B. The department shall maintain a register of those persons inspecting the content of case records established in relation to day care center licensing.

§ 36-888. DENIAL OF LICENSE

Whenever the department is authorized by law or regulation to deny a license to an applicant, it shall afford the applicant the right of hearing before denial by serving upon the applicant at least thirty days' notice, by registered mail with return receipt requested, to show cause before the director, upon a date to be fixed in the notice, why the application for a license should not be denied in accordance with the regulations of the department and the provisions of law. The notice shall set forth the facts constituting the reasons for the denial and shall refer to the provisions of the applicable law or regulations indicating that the application of the operation of the day care center is not in conformity therewith. If the applicant does not respond to the written notice, deny the license. If the applicant, within the period fixed in the notice, shall cause his application of the operation of the day care center to conform with the applicable law and regulations, the department may grant the license.

§ 36-889. REVOCATION AND SUSPENSION

The department may revoke or suspend the license of any person for a violation of the applicable law or regulations. The department shall afford the affected licensee the right of hearing by serving upon the license at least thirty days' notice, by registered mail with return receipt requested, to show cause before the director, upon a date to be fixed in the notice, why the license should not be suspended or revoked in accordance with the regulations of the department and the provisions of law. The notice shall set forth the act or acts constituting the violation and shall refer to the provisions of the applicable law of regulations alleged to be violated. If the licensee does not respond to the written notice within the period provided in the notice, the department shall revoke or suspend the license. If the licensee, within the period provided by the notice, rectifies the acts constituting the violation, the department may withdraw the notice of suspension or revocation.

§ 36-892. VIOLATION: Classification

Any person violating the provisions of the applicable law, or regulations, shall be guilty of a class 2 misdemeanor.

ARTICLE 2. DAY CARE ADVISORY BOARD

§ 36-893. DAY CARE ADVISORY BOARD; MEMBERS; TERMS; COMPENSATION

A. There is established the day care advisory board composed of the following nine members appointed by the director of the department of health services:

1. Three owners of day care centers.

2. Three individuals with recognized expertise in child development.

3. Three parents, none of whom shall be eligible under paragraph 1 or 2 of this subsection.

B. Of the members first appointed, three shall be appointed for terms ending June 30, 1977, three for terms ending June 30, 1978 and three for terms ending June 30, 1979. Thereafter, members shall serve for terms of three years.

C. Members shall serve without compensation.

§ 36-893.01. POWERS AND DUTIES

The advisory board shall:

1. Periodically review the rules and regulations for operating day care centers and for issuing, revoking and suspending licenses.

2. Solicit information from local communities including, but not limited to; parents, day care center proprietors, citizen groups and child development experts.

3. Act as a local ombudsman for complaints.

4. Act in an advisory capacity to the department of health services.

5. Submit reports and recommendations each January to the department of health services, the governor and the legislature.

ARIZONA DEPARTMENT OF HEALTH SERVICES

Division of Family Health Services

BRUCE BABBITT Governor
JAMES E. SARN M.D., M.P.H. Director

MEMO TO: Person's Interested in Day Care Licensing

FROM: Bureau of Maternal and Child Health, ADHS
Bureau of Day Care Facilities (Licensing), ADHS

We are pleased to respond to your request for information about operating a day care center. You will find the enclosed materials helpful. In addition, Orientation for Prospective Child Care Providers is held on a regular basis.

The orientation is planned for persons who have started the process of becoming a day care center owner/operator or persons who are considering the feasibility of starting a day care program. It is also open to persons who are interested in becoming more familiar with the licensing procedure and related day care operation concerns.

The full-day program is designed to give you information on administration, budgeting, center and room design, program and curriculum, toys and equipment, sanitation, nutrition, and the procedures for obtaining a license.

We feel that these sessions will enable you to avoid unnecessary delays and will provide resource help as you become involved in the many facets of planning a center and becoming licensed.

If you would like a reminder notice prior to the orientation session, check the desired date and return the form at the bottom of the page.

(For other consultation assistance, call the Day Care Consultant at 968-6461, Extension 322, or Day Care Licensing at 255-1112.)

- -

To: Day Care Consultant; Bureau of Maternal and Child Health
Arizona Children's Hospital
200 North Curry Road
Tempe, Arizona 85281

TELEPHONE: 968-6461, ext. 322

NAME: ____

ADDRESS: ______________________________ CITY: ______________

ZIP CODE: ____________________ PHONE: ______________________

I am planning to attend a day care licensing orientation on the date I have checked. Please contact me the week prior to the session to remind me of this date and inform me of the location (8:45 a.m. is the scheduled time for all the sessions).

________ January 28, 1982(Phoenix) ________ May 20, 1982(Phoenix) ________ 8/12/82(Tucson)

________ May 13, 1982(Tucson) ________ August 5, 1982(Phoenix) ________ 12/2/82(Phoenix)

The Department of Health Services is An Equal Opportunity Affirmative Action Employer. All qualified men and women, including the handicapped, are encouraged to participate.

Arizona Children's Hospital 200 North Curry Road Tempe, Arizona 85281

DAY CARE INFORMATION SHEET

PLEASE COMPLETE THIS SHEET AND ATTACH IT TO DRAWINGS SUBMITTED FOR REVIEW.

I. Name of Center: ____________________

Address: ____________________

____________ Zip ____________

Phone: ____________

II. In the event additional information is required, the person to contact is:

Name: ____________________

Address: ____________________

____________ Zip ____________

Phone: ____________

III. These drawings represent:

☐ Existing unlicensed building(s) to be modified for day care use.

☐ New Construction.

☐ Addition or modification to an existing licensed center.

IV. Comments: ____________________

____

____

____

____

Signature ____________

Date ____________

code: CC- KS-82-125

title: SCIENCE PROJECTS FOR PRESCHOOLERS

author: Jackie Kimsey

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Duplicate Application and Job Advancement.
2. Duplicate the blank Science Projects for Preschoolers to be used by students for Quest Activities.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

SCIENCE PROJECTS FOR PRESCHOOLERS
APPLICATION NAME: ____________________

Identify with an "X" the ideas that would help you have a successful science experiment with preschool children.

______ Make sure the children have the right answers.

______ Be patient with the children.

______ Don't allow children to ask a lot of questions.

______ Give every child a chance to be a part of the experiment.

______ Always look for ways to extend the activity.

______ Always accept different answers.

______ Encourage observation.

List three ways children learn about the world around them.

1.

2.

3.

Describe how to organize and conduct a science experiment for preschool children.

243

SCIENCE PROJECTS FOR PRESCHOOLERS
APPLICATION KEY NAME: ____

Identify with an "X" the ideas that would help you have a successful science experiment with preschool children.

______ Make sure the children have the right answers.

__X__ Be patient with the children.

______ Don't allow children to ask a lot of questions.

__X__ Give every child a chance to be a part of the experiment.

__X__ Always look for ways to extend the activity.

__X__ Always accept different answers.

__X__ Encourage observation.

List three ways children learn about the world around them.

1. observing others
2. experiencing
3. listening

Describe how to organize and conduct a science experiment for preschool children.

Decide what you want the student to learn.
Decide what you will need for the project.
Decide how you will present it.

SCIENCE PROJECTS FOR PRESCHOOLERS
JOB ADVANCEMENT NAME:

1. List 5 hints that are helpful in teaching children about science.

   a.

   b.

   c.

   d.

   e.

2. Describe how children learn about science.

3. Conduct a science experiment and have a supervisor evaluate the project using the checklist below.

	YES	NO
Was the teacher organized by having all the supplies and equipment needed for the experiment?		
Was the teacher prepared so she/he could talk easily about the subject?		
Did the teacher involve all the children in the experiment?		
Did the teacher allow time for the children's questions?		
Was the teacher patient with the children?		

SCIENCE PROJECTS FOR PRESCHOOLERS
JOB ADVANCEMENT KEY NAME:

1. List 5 hints that are helpful in teaching children about science.

   a. be patient

   b. encourage observation

   c. always accept answers

   d. look for ways to extend activity

   e. give each child a chance to participate

2. Describe how children learn about science.

   Observing their world,
   experiencing their world
   listening to the people in the world.

3. Conduct a science experiment and have a supervisor evaluate the project using the checklist below.

	YES	NO
Was the teacher organized by having all the supplies and equipment needed for the experiment?		
Was the teacher prepared so she/he could talk easily about the subject?	✓	
Did the teacher involve all the children in the experiment?		
Did the teacher allow time for the children's questions?		
Was the teacher patient with the children?		

code: CC-KS-82-

title: SCIENCE PROJECTS FOR PRESCHOOLERS

author: Jackie Kimsey

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

Children need many activities and experience to help them learn about the world around them. A teacher with lots of ideas about ordinary things can help children learn about their world. Would you like ideas about helping children learn? This HERO HELP is for you. Read on.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Identify 3 ways children learn about the world around them.
2. List 5 hints that are helpful in teaching children about their world.
3. Organize and conduct a science project with a group of preschool children.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the general information sheet on "Science in the Preschool."
2. Set up a collection table where children can bring their natural treasure for discussion. Examples might include bugs, rocks, flowers, seeds, fruit, etc. Write down results of several discussions.
3. Use the sample science projects included in this packet and conduct 2 science experiments with the children. Record the results and discuss with the teacher.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** *EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Use the blank "Science Projects for Preschoolers" and develop science projects using this form. If these are successful, your employer will probably want to keep these for later use.

GENERAL INFORMATION -- SCIENCE IN THE PRESCHOOL

The teaching of science in the preschool can be part of many kinds of learning. It does not have to be a separate subject. If the language lesson for the day care centers is talking about shapes and likenesses and differences, you could use a lesson on fruits and seeds. Fruits such as apples, oranges, bananas, peaches and others could be examined, tasted, felt, smelled and described by the children. Facts such as which fruits have seeds that may be eaten and which ones do not; and which fruits have skins that may be eaten (peaches, apples) and which ones do not, may be discussed.

How do we teach children? The answer is that we do not really teach children. We provide an environment that encourages and allows children to teach themselves. Modeling is a powerful teaching tool. Learning takes place as the young child observes the attitudes, habits and actions of the teacher. An example would be the care of plants in the classroom. The young child observes the attitude toward plants that the teacher displays. Children observe how the teacher cares for plants, not necessarily how they are told to care for them. The teacher often creates an atmosphere for learning through modeling.

HINTS FOR TEACHING SCIENCE TO PRESCHOOLERS

1. Be patient with children.
2. Always accept different answers.
3. Encourage observation.
4. Give children time to answer questions.
5. Give every child a chance to be a part of the experiment with special emphasis on the senses.
6. Don't expect "standard" reactions and "standard" answers from children.
7. Always look for ways to extend the activity.

SCIENCE PROJECTS FOR PRESCHOOL

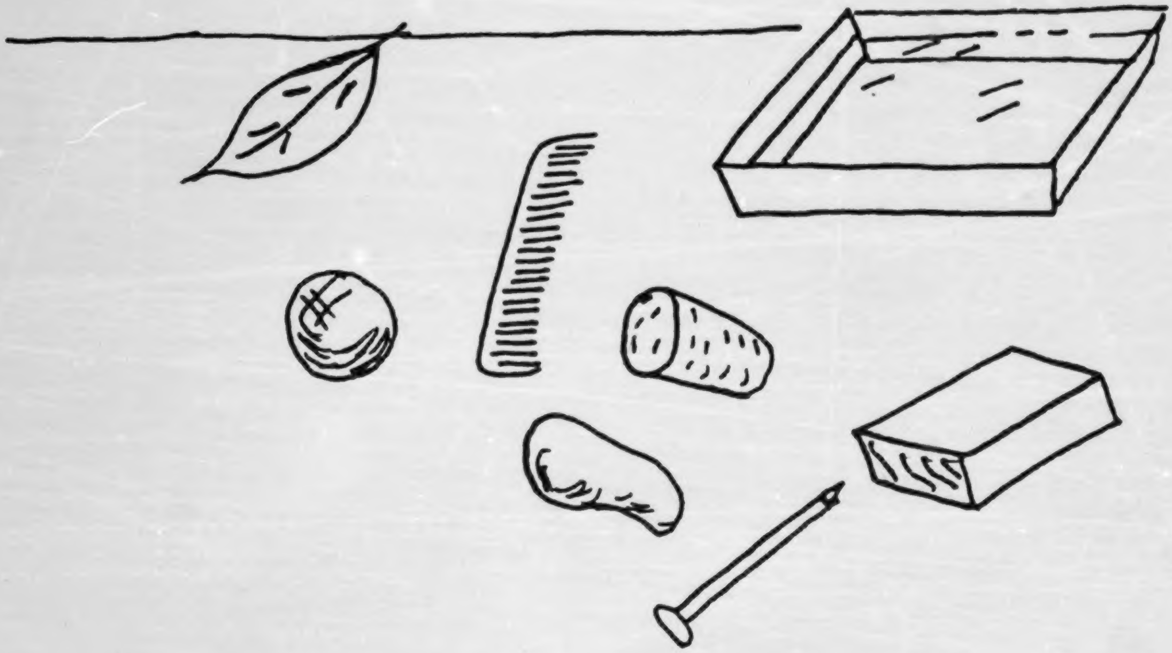
NAME OF PROJECT: OBJECTS THAT FLOAT

LEARNING FROM PROJECT: Some objects will float on water.
Some objects will not.

MATERIALS NEEDED: A shallow pan of water and assorted objects made of different materials. Two plastic trays, one with a picture of a floating object and one with a picture of an object sinking.

ACTIVITY: Fill a shallow pan with water. Spread the objects you have collected on a table near the pan of water. Encourage the children to experiment to see which objects will float and which will not. Will all the objects float? Encourage the children to sort the objects into trays according to whether they float or don't float.

WHAT TO TALK ABOUT: Talk about the objects and what they are made of. Ask questions about why the children think some things float and others don't. Compare the materials that float and sink for likenesses and differences.



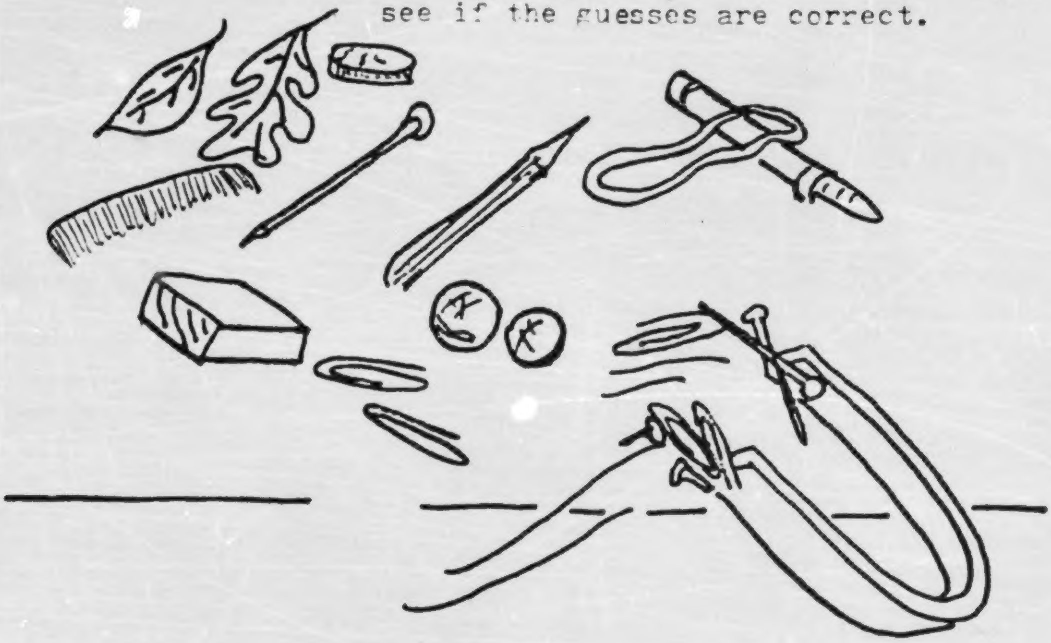
NAME OF PROJECT: MAGNETS

LEARNING FROM PROJECT: Properties of magnetism. Magnets will pick up only certain materials.

MATERIALS NEEDED: A large magnet. Several different objects made of different materials. Two plastic produce or meat trays.

ACTIVITY: Encourage the children to spread the different objects out on a table. Let them explore with the magnet to see which objects it will pick up and which it won't pick up. What will it pick up? Will it pick up everything? Why not? Does it have anything to do with what the object is made of? Encourage the children to sort objects into labeled trays according to whether they attract the magnet or not.

WHAT TO TALK ABOUT: Discuss the materials that the magnet will pick up and materials that it will not pick up. Predict which materials in the classroom may be attracted. Test to see if the guesses are correct.



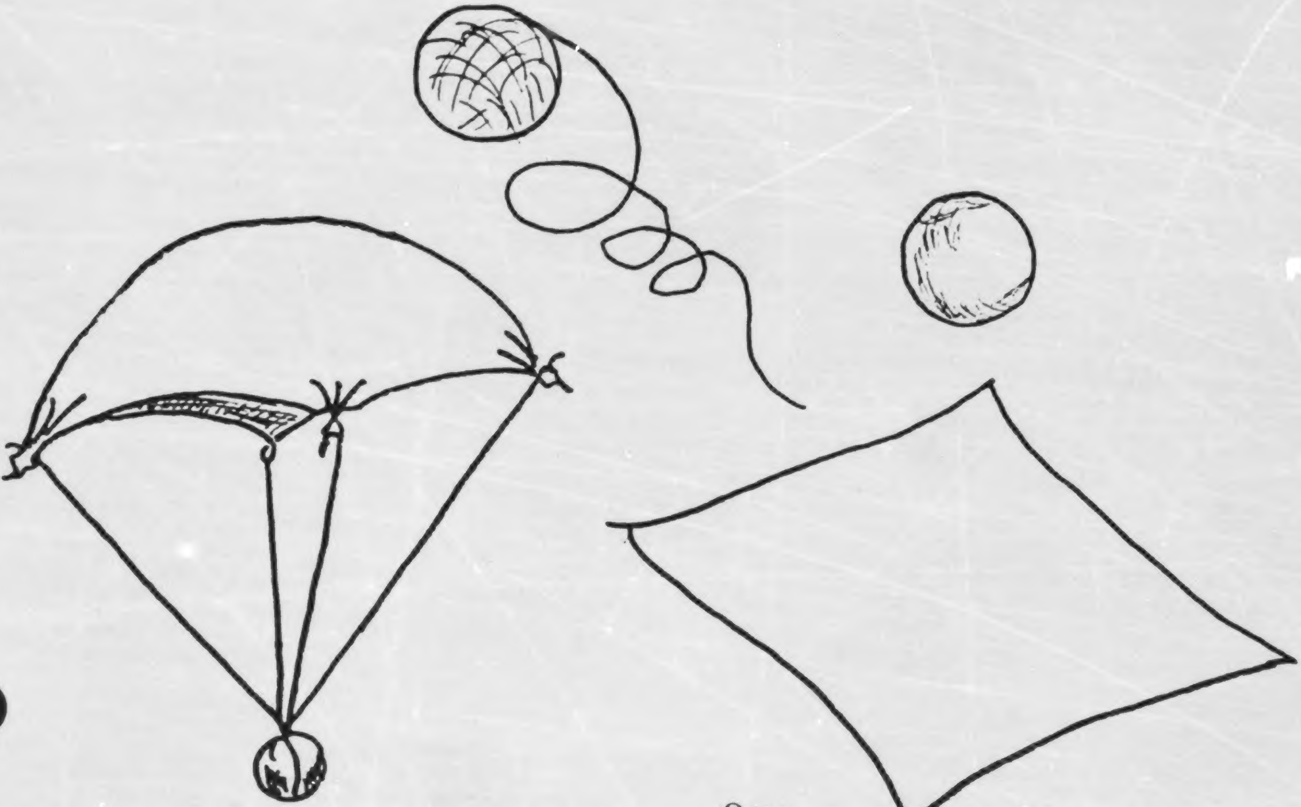
NAME OF PROJECT: PARACHUTE GAME

LEARNING FROM PROJECT: This project helps to show that air, even though you don't normally see it, is an object itself. Air affects the way objects behave.

MATERIALS NEEDED: A small ball, a string and a two foot square of cloth.

ACTIVITY: Let the children throw the ball into the air and catch it. Now explain to the children that if they had some way to catch some of the air it would make a difference in the way the ball fell. Tie a string around the ball, tie the string to the four corners of the cloth. Fold the cloth and throw the cloth and ball into the air. The parachute should float down.

WHAT TO TALK ABOUT: The cloth will fill with air. Since air is an object, it will cause the parachute to fall slowly.



SCIENCE PROJECTS FOR PRESCHOOL

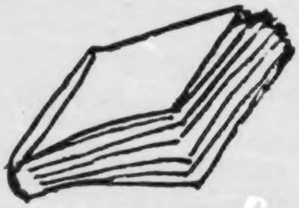
NAME OF PROJECT: SOUNDS AROUND US

LEARNING FROM PROJECT: Different things make different sounds

MATERIALS NEEDED: pen, paper, zipper, bell, book, chalk keys, etc.

ACTIVITY: This project is designed to make children aware of the fact that different things have sounds all their own. Listening is a learned skill. The first step in teaching this skill is to make children aware of sounds. With a group (taking turns) or with an individual, have a child close his eyes. While eyes are closed, wad up the paper. The child should try and identify the sound. Use other objects and repeat.

WHAT TO TALK ABOUT: Talk about how sounds are different (soft, sharp, loud).



SCIENCE PROJECTS FOR PRESCHOOL

NAME OF PROJECT:

LEARNING FROM PROJECT:

MATERIALS NEEDED:

ACTIVITY:

WHAT TO TALK ABOUT:

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code: CC-KS-82-126
title: SUPERVISING DRAMATIC PLAY
author: Jackie Kimsey

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Duplicate Application and Job Advancement.
2. Make three copies of the observation sheet.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - T5

SUPERVISING DRAMATIC PLAY

APPLICATION NAME:

1. What areas of development are aided through the dramatic play of children:

a. b. c. d.

2. Explain the role of the teacher in children's dramatic play.

3. What items should be included in a dramatic play center for children. List at least 10.

4. Clean-up is important after a dramatic play session.

List three hints that might make clean-up time a good learning experience for children.

a.

b.

c.

SUPERVISING DRAMATIC PLAY

APPLICATION KEY NAME:

1. What areas of development are aided through the dramatic play of children:

a. INTELLECTUAL b. SOCIAL c. EMOTIONAL d. PERSONALITY

2. Explain the role of the teacher in children's dramatic play.

To make available all kinds of interesting objects to spark imagination.
To observe on the sidelines to control hassles if they develop.
To stay in the background. Only get involved when absolutely necessary.

3. What items should be included in a dramatic play center for children. List at least 10.

dress-up clothes
shoes
scarves
boxes
household accessories
tools (non-dangerous)
hats
blankets
dolls
play furniture
pillows
odds and ends

ANY OTHER APPROPRIATE ANSWER.

4. Clean-up is important after a dramatic play session.

List three hints that might make clean-up time a good learning experience for children.

a. TEACHES RESPONSIBILITY

b. GIVES OPPORTUNITY TO DISCUSS EXPERIENCE

c. TEACHES CHILDREN PRIDE IN SURROUNDINGS

SUPERVISING DRAMATIC PLAY

JOB ADVANCEMENT NAME: ____________________

1. Explain how each of these areas of development are enhanced in a young child through dramatic play.

   a. Intellectual

   b. Emotional

   c. Personality

   d. Social

TRUE and FALSE

____1. It is very important for the teacher to become involved in the dramatic play of children so she/he can make it a learning experience.

____2. Children learn to explore different behavior through dramatic play.

____3. Children often work through hidden fears through dramatic play.

____4. Language skills are not developed through dramatic play because there is no one giving them specific instructions on how to talk.

____5. Elaborate and expensive equipment is needed for a good dramatic play area.

____6. Clean-up can be an important part of the dramatic play experience.

SUPERVISING DRAMATIC PLAY

JOB ADVANCEMENT KEY NAME:

1. Explain how each of these areas of development are enhanced in a young child through dramatic play.

a.	Intellectual	*Children learn to increase language skills as they interact with other children.*
b.	Emotional	*They can act out fears, anger and other emotions as they play out another personality.*
c.	Personality	*They can try out new behaviors they have not tried before.*
d.	Social	*They learn to interact with other children, learn to share, and empathize with other's feelings.*

TRUE and FALSE

F 1. It is very important for the teacher to become involved in the dramatic play of children so she/he can make it a learning experience.

T 2. Children learn to explore different behavior through dramatic play.

T 3. Children often work through hidden fears through dramatic play.

F 4. Language skills are not developed through dramatic play because there is no one giving them specific instructions on how to talk.

F 5. Elaborate and expensive equipment is needed for a good dramatic play area.

T 6. Clean-up can be an important part of the dramatic play experience.

OBSERVATION SHEET

ACTIVITY #1 DRAMATIC PLAY Observation Sheet #

1. What supplies, equipment and odds and ends were available for the children to use in their dramatic play?

2. Describe briefly how the dramatic play developed.

3. What roles were acted out by the children? Could you identify leaders in the group?

4. What was your role in the dramatic play?

5. What did you learn about the children involved in the play?

code: CC-KS-82-12
title: SUPERVISING DRAMATIC PLAY
author: Jackie Kimsey

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER.

Children learn many things through dramatic play and can be encouraged to try this fun way to experience, but they also need teachers who recognize its value. They also need teachers who will gather up stuff and allow them the opportunity to experiment with different ways of acting. Are you willing to be that kind of teacher? We hope so. They need you!!! Read on.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Identify the development children experience through dramatic play.
2. Describe the role of a teacher in the dramatic play of children.
3. Set up and supervise a dramatic play center for pre-school children.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the general information on dramatic play for children. Discuss the information you have read with your preschool or day care supervisor. See if they have any additional ideas about their experiences with dramatic play.

2. Observe children at dramatic play on three different occasions and fill out the observation sheet that is included in this packet. Discuss the results with your teacher.

3. Set up a dramatic play center at your place of employment or make additions to the already existing facility.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP. Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Observe children of various ages as they are involved in creative play. Record the differences you observe. Discuss results with your teacher.
2. Prepare the results from #1 into the form of an oral report and present it to the class.

GENERAL INFORMATION - SUPERVISING DRAMATIC PLAY

Dramatic play is very important to youngsters as they explore roles and how people act and react, they reproduce what they observe through their play. Dramatic play helps a child learn social skills through play-acting and make-believe. A child puts himself in another's place and learns how they might feel in various situations. Children also learn to release emotions and feelings in dramatic play that they might not release otherwise (a 4-year-old could have the opportunity to be a baby again and not have to be pressured to act so grown up). Personality development also takes place during dramatic play as children learn to try out different combinations of behavior that might not ordinarily be tried and gives the child a chance to increase his repertoire of responses. To summarize: Dramatic play can encourage development in the following areas: 1. intellectual, 2. social, 3. emotional, 4. personality.

Creative dramatic play such as dress up and housekeeping is usually very social and imaginative. It almost always involves more than one child at a time and contains a lot of characters ("Now, you be the mother and I'll be....."). Three-year-olds tend to play a simple version of house while four-year-olds add dogs, firemen, naughty boys and lots of household action. Children love to discuss and describe what is happening and this helps them develop language skills ("Let's get the babies and pretend they've been in the mud again!"). Having old clothes and odds and ends available can help children be inventive and use their imaginations.

A. Preparation for dramatic play

1. Know the interests of the children. Has something happened in the life of the group that could be played through? Perhaps a child has just had his tonsils out or the children went to the fire station. Have props available that may help this play if it develops.

2. Arrange props in an attractive way and make sure clothing is clean and not torn and that buttons and fasteners are in place.

3. Hold one or two props in reserve in case the play begins to drag. (Perhaps an old piece of rope to hitch the wagon on to a trike in case the boys decide to lubricate a trailer truck.)

B. Procedure

1. Sit quietly nearby, or, while working in the general area, keep an eye on the role-playing activity.

2. Stay alert: Make suggestions as you see the play turn into a hassle but be prepared for the children to refuse your ideas if they wish.

3. The teacher's role is to get children started but not to participate as one of the kids. However, sometimes it is necessary to be more involved at first and gradually let the children take over. Let the children create and run their creative play. You be the helper.

4. Be sensitive to the childrens' needs as they come up. It is better to supply helpful equipment on the spot rather than tell the children you will "get it tomorrow; it's put away now."

5. Remember that if you are too obvious about your interest in their play or if you make too many comments to other adults, the children will feel ill at ease and self conscious.

C. Clean up

1. Warn the children in advance that it is almost time for the play to come to a close.

2. Encourage children to restore order and take satisfaction in arranging the materials for the next time. This is also a good time to chat with them about the fun they had.

3. Remove the torn, broken or soiled materials for repair or discard them.

4. Put away articles you do not intend to use during the next play period.

Suggested Materials

The supplies are almost endless but here are a few suggestions. Dress-up clothes and household accessories make good basic equipment for dramatic play. Hats, shoes, clothes, pans, empty food packages, disposable containers, boxes, chairs, blankets, etc. all kindle interest in play. Dress-up clothes should be provided for both sexes, but both sexes should be encouraged to try all kinds of garments. Ethnic costumes are a nice variation and often enhance the image of the child who lends them, but be sure these are not valuable, treasured momentos.

code: CC-KS-82-127
title: BULLETIN BOARDS
author: Patti Schmalzel

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

1. Variety of bulletin board idea books.
2. Copy the bulletin board critique form on page 7.
3. Variety of materials and stencils available for use in making bulletin boards.

application

ANSWER KEY: Page(s) -

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) -

Use Bulletin Board Critique form to evaluate the board constructed.

code: CC-KS-82-127
title: BULLETIN BOARDS
author: Patti Schmalzel

HERO HELP

Help Wanted

(PLACE ALL MARKS ON A SEPARATE SHEET OF PAPER)

Are you looking for a creative way to get a main idea across to others? If you are, this package will show you how bulletin boards can be a valuable teaching tool!

Job Competency

When you have completed this HERO-HELP you will be able to:

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the information sheet titled "Guidelines for Effective Bulletin Boards" on pages 4-6.
2. Evaluate the series of attached bulletin boards on pages 8 and 9 using the Bulletin Board Evaluation form on page 7.
3. Visit your school audio visual department to learn how to use an opaque or overhead projector.
4. Construct a bulletin board in your career interest area by using the guidelines outlined in this package. Have 2 or 3 classmates use the Bulletin Board Critique Form to evaluate your board. Hand these into your teacher along with the plans for your bulletin board.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP. Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: *Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

1. Critique bulletin boards at your place of employment or school using the bulletin board critique form on page 7.
2. Ask a teacher to speak on how they use bulletin boards as a teaching tool.

GUIDELINES FOR EFFECTIVE BULLETIN BOARDS

Bulletin boards are a valuable aid to teachers, and are constructed for a variety of reasons. Bulletin boards may be used to creatively display work that students have done or display the main idea or concept a teacher wishes to stress. No matter what the reason, the bulletin board should attract the attention of people who pass and should involve students whenever possible.

The main guidelines to follow when constructing bulletin boards are outlined below:

1. IDENTIFY MAJOR PURPOSE OF YOUR BOARD - Is your board going to announce current events? Show off students art projects? Teach about the six nutrients we receive from food?

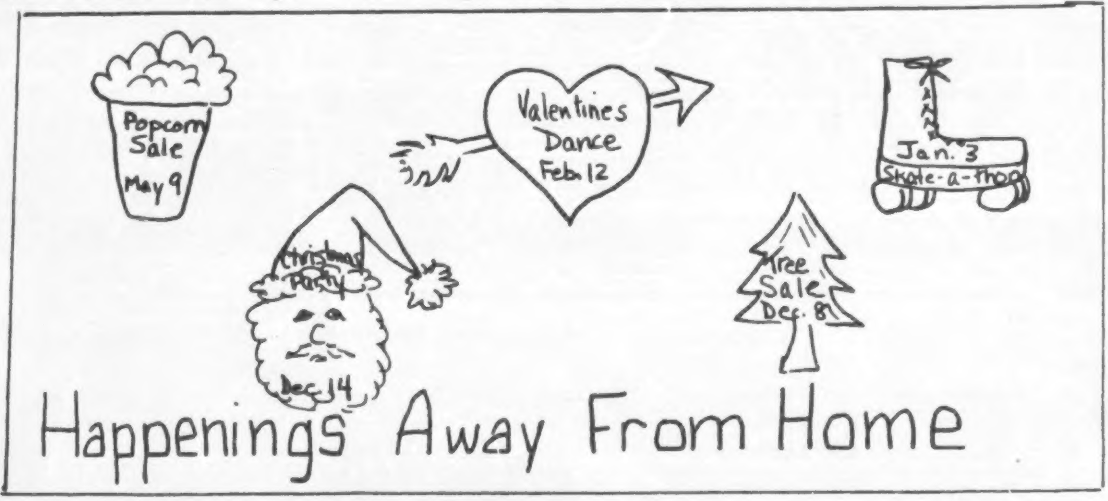
2. SUMMARIZE THE MAIN IDEAS INTO ONE ATTENTION-GETTING HEADING -
For current events you may title the bulletin board "Happenings Away From Home".
For art projects you may title the bulletin board "Great Art Masters of the Future".
For nutrition you may entitle your bulletin board "You Are What You Eat".

Keep the title short, concise, and catchy,afterall, you want all of your hard work in constructing the bulletin board to be noticed by all.

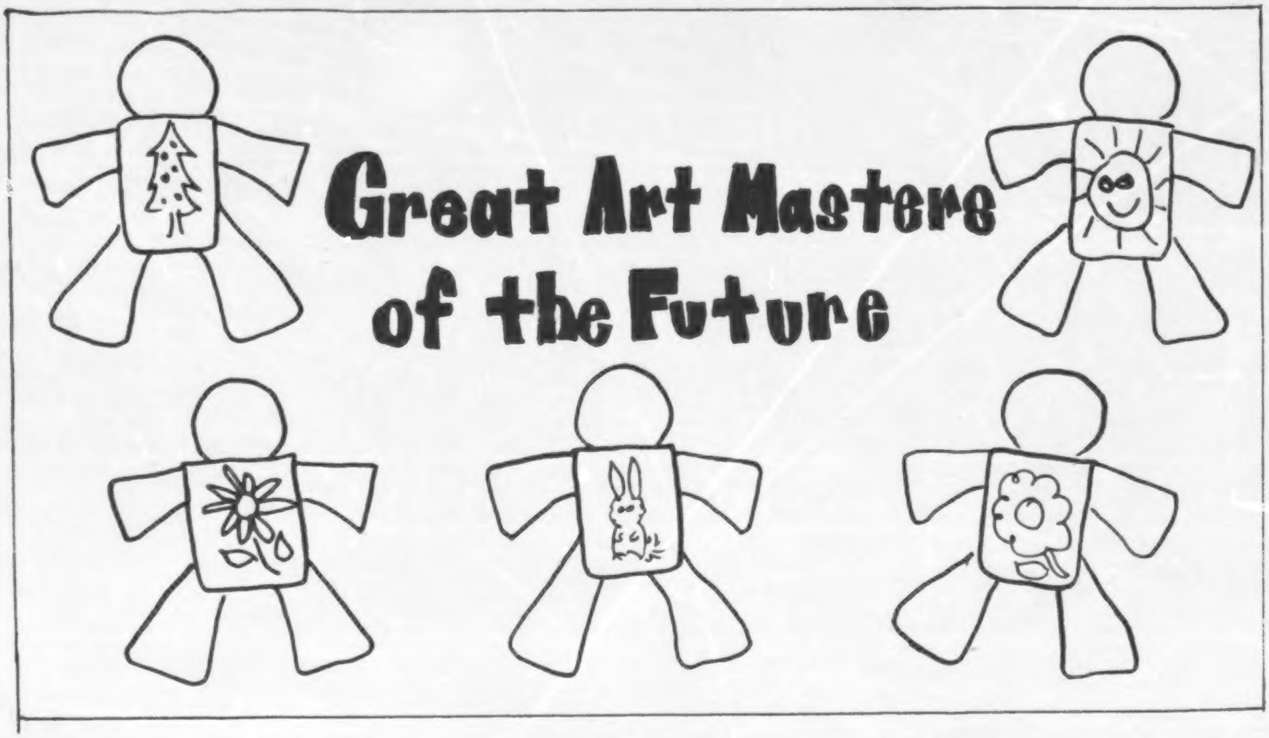
3. ASSEMBLE ALL ITEMS THAT WILL BE DISPLAYED - Do you have 14 art projects, 5 current events or six nutrients? Whatever the number, list them or have them in front of you before you begin to work.

4. PLAN OUT THE ARRANGEMENT OF THE BOARD - After you have identified the items to put on the board, decide on the type of arrangement. Make sure you use the space available to your advantage. Arrange the lettering of your heading so that it is the most dominant item seen on the board. Balance the smaller items or ideas around the main idea so that people will want to look further at the board.

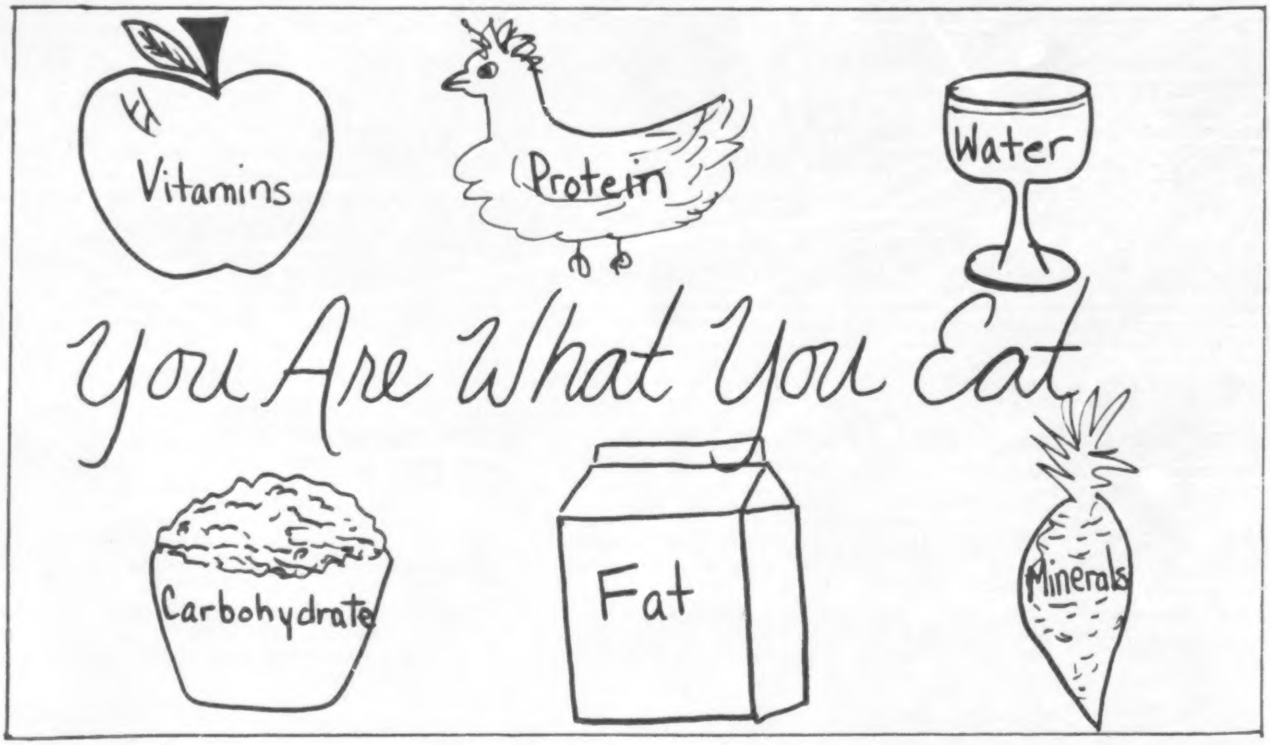
For Current Events your board might look like this



For Art Projects your board might look like this


Great Art Masters
of the Future

For Nutrition your board might look like this


Vitamins
Protein
Water
You Are What You Eat
Carbohydrate
Fat
Minerals

5. BE NEAT - Everything, from the items displayed, to the backing used for a background on the board and the lettering used, should be neat and clean. Lettering is very important. It should be large enough so that it can be seen from a distance and should be a color which contrasts with the other colors on the board. Try using an opaque or overhead projector for drawings instead of drawing pictures free-hand. This may be a time-saver for you. See your school audio visual person to learn how to use this equipment.

6. MAKE SURE THE ITEMS STAY WHERE YOU PUT THEM - Use tape, straight pins or tacks to hold your items on. You would not want to find pieces of your bulletin board on the floor after it has been up for only one day.

7. BE CREATIVE - Let your imagination go! You can make bulletin boards three-dimensional by stuffing paper behind paper or you can make the board into a teaching tool by having students do something to the board. Students can pick a card from a pocket that may include an activity related to the board or may pin something on in the correct place to show they have understood the ideas presented on the board.

8. ADD VARIETY TO YOUR BULLETIN BOARD - Some hints --
- Use color and texture to add appeal.
- Use different kinds of lettering devices (tacks, yarn, banners) to attract attention.
- Use self-adhesive vinyl (such as Contact) or aluminum foil, in addition to construction paper, to create interest.
- Use paper sculpture to lend a three-dimensional effect and to involve the more artistic students.
- Use the Alphabet Patterns to create files of reusable stencils of various sizes.

9. MAKE THE BOARD UNBIASED - Include boys and girls in the board and a variety of ethnic backgrounds. Make sure your board appeals to all people in the age group [illegible] is designed for.

10. BECOME PROFICIENT IN CONSTRUCTING BULLETIN BOARDS - The first few you make may take alot of planning but try to develop this skill by practicing the construction of a variety of boards.

11. CREATE A REUSABLE BOARD - Allow for the board to be stored away. Use lettering that can be easily stored.

BULLETIN BOARD CRITIQUE FORM

NAME OF BULLETIN BOARD CREATOR ________________________________

SUBJECT OF BULLETIN BOARD ________________________________

TIME SPENT IN CREATING BULLETIN BOARD ________________________________

HOW IS THE BULLETIN BOARD GOING TO BE USED? ________________________________

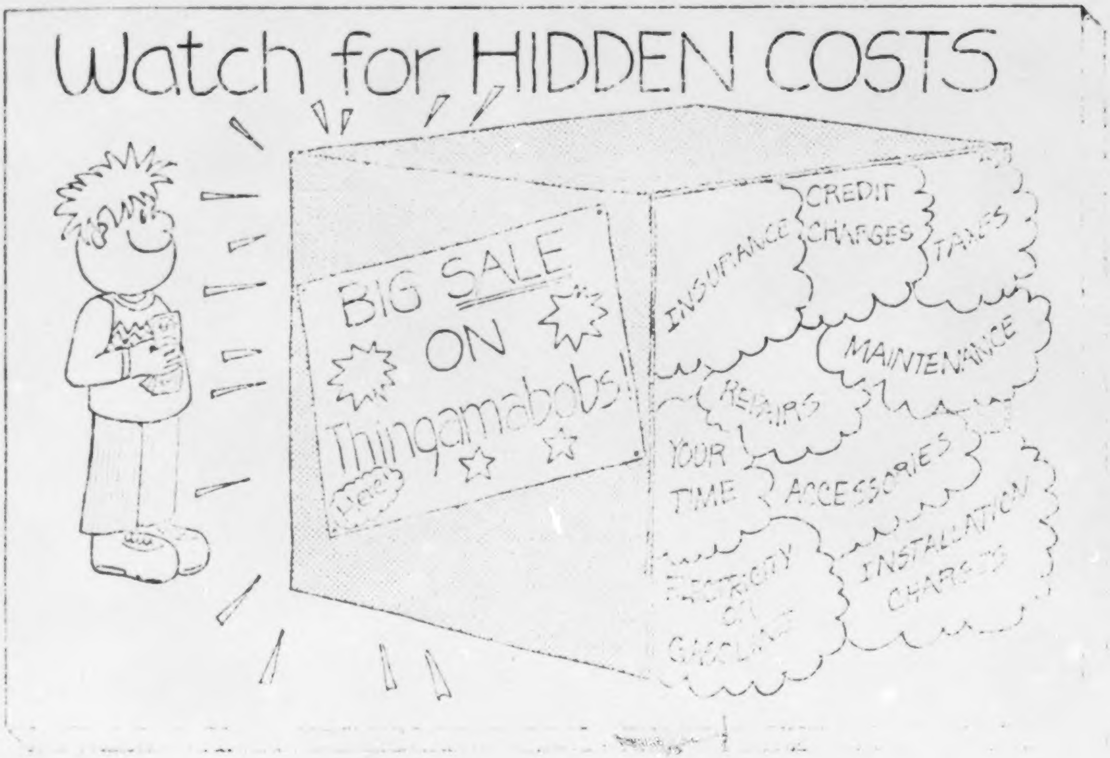
NAME OF EVALUATOR ________________________________

DIRECTIONS: Answer the following statements by putting a check in the YES, NO, or MAYBE column to indicate if the statement was met.

YES	NO	MAYBE	
___	___	___	1. Students are involved in making the bulletin board or using it or both.
___	___	___	2. The bulletin board is related to viewers' lives and learnings.
___	___	___	3. The message of the bulletin board is clearly conveyed.
___	___	___	- Lettering is readable.
___	___	___	- Lettering is at eye level of viewers.
___	___	___	- Symbols and spacing bring out the message.
___	___	___	- Materials show the mood of the message.
___	___	___	4. Bulletin board is aesthetically appealing. It makes use of color, line, balance, rhythm, and texture to catch the attention and emphasize the idea.
___	___	___	5. Message and illustrations are oriented to both sexes.
___	___	___	6. Message and illustrations include or appeal to different cultures and ethnic groups.
___	___	___	7. Idea for the bulletin board is creative, unique and unusual.
___	___	___	8. Storing of the bulletin board components is easily arranged.

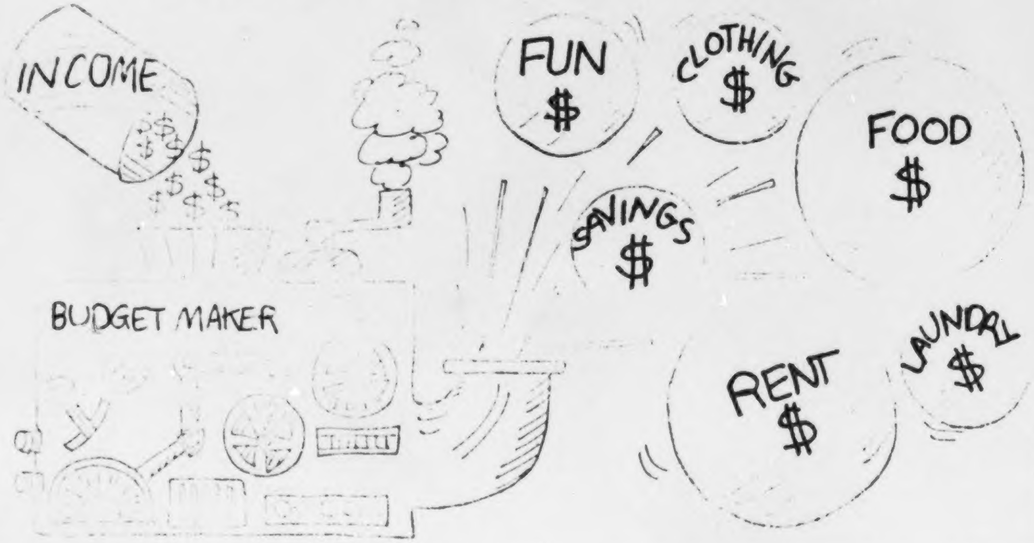
OTHER COMMENTS:

IDEAS FOR IMPROVEMENT FOR ANOTHER TIME:

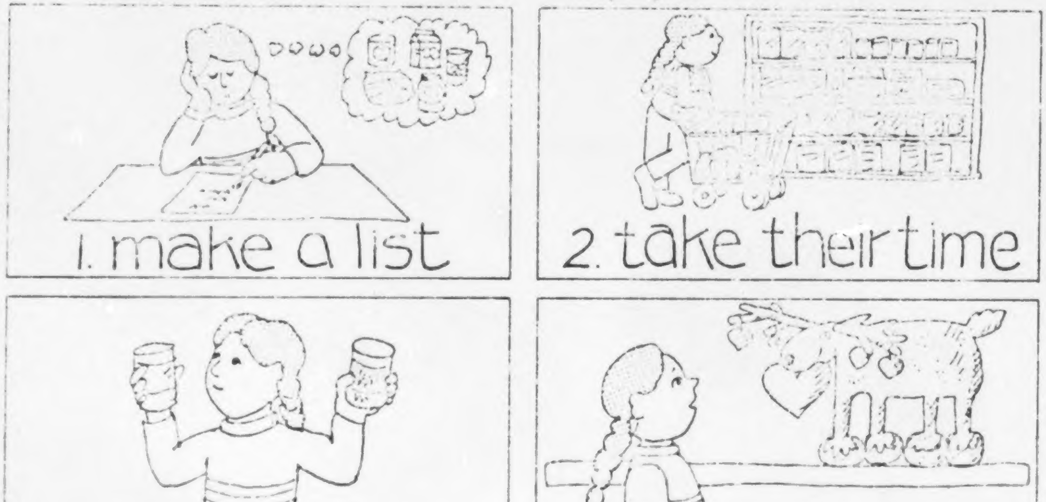

Watch for HIDDEN COSTS
BIG SALE ON Thingamabobs!
INSURANCE
CREDIT CHARGES
TAXES
MAINTENANCE
REPAIRS
YOUR TIME
ACCESSORIES
ELECTRICITY OR GASOLINE
INSTALLATION CHARGES

FAD and FASHION
WHY DO WE BUY ?

PLANNING HOW TO SPEND YOUR MONEY


INCOME
BUDGET MAKER
FUN $
CLOTHING $
FOOD $
SAVINGS $
RENT $
LAUNDRY $

Smart Shoppers....


1. make a list
2. take their time
3. compare
4. resist impulse buying

FLORISTRY

code: F1-KS-82-306
title: TERRARIUM II
author: K. Powell

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Provide magazines for terrarium designs.
Duplicate attached materials.
Duplicate Application.
Duplicate Job Advancement.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - TEACHER JUDGEMENT

TERRARIUM II
APPLICATION NAME:

1. List the type of tools necessary to construct a terrarium.

2. List the materials needed to plant a terrarium. Draw a diagram to illustrate.

3. What special care does a terrarium need?

A.

B.

C.

TERRARIUM II
APPLICATION KEY NAME:

1. List the type of tools necessary to construct a terrarium.

   dowel rods or bamboo sticks; cones of papers, dowels;
   mechanical fingers or a wire with a loop;
   trimming device like scissors.

2. List the materials needed to plant a terrarium. Draw a diagram to illustrate.

   cleaned container
   soil
   charcoal
   drainage material
   tools
   plants

3. What special care does a terrarium need?

   A. *indirect sunlight*

   B. *adequate watering*

   C. *light fertilizer*

TERRARIUM II
JOB ADVANCEMENT

Construct a terrarium.

When completed, show your terrarium to your teacher.

code: F1-KS-82-306
title: TERRARIUM II
author: K. Powell

HERO HELP

Help Wanted

(PLACE ALL MARKS ON A SEPARATE SHEET OF PAPER).

Terrariums are glass gardens, created in miniature. They can be created with a minimum of equipment and special supplies.

Job Competency

When you have completed this HERO-HELP you will be able to:

Prepare a terrarium for planting.

Plant and care for a terrarium.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

Review pictures and articles on terrariums.

Read the attached materials.

Collect materials, plants and tools to construct a terrarium.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** *EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:*

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Do research on gardens in a bottle to discover their origins.

TERRARIUM II -- Information Sheet
PLANTING THE TERRARIUM

MATERIALS NEEDED:
- Cleaned container
- Soil
- Drainage material
- Charcoal
- Tools
- Plants

ALLOW PLENTY OF TIME TO COMPLETE PROJECT.

CONTAINER PREPARATION:
1. Sterilize the container at least 24 hours ahead of time (wash with soap and water, rinse.)
2. Allow to dry completely.

TOOLS:

At your job station you will find that a variety of tools may be available whether home-made or purchased. Some basic tools are needed although a number of different type tools can suffice.

TOOLS ARE NEEDED TO:
1. Make holes - dowel rods, bamboo sticks
2. Add and arrange soil - cones of paper, dowels for arranging
3. Planting plants - flexible mechanical fingers are best for beginners; however, a wire with a loop can be used. Tamping soil around plants can be accomplished by using the end of a dowel or by pushing the roots of the plant down with the tool you use to place the plant or with a commercially purchased tamper.
4. Maintenance of garden after planted - regular scissors or some device for trimming. A razor blade on a dowel or a commercial blade can be used. A pick-up tool to remove refuse (dead or pruned leaves, dead plants, etc.)

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Planting:

The first layer of material put into the container is for drainage. When figuring the soil layer (depth) figure one-fourth of the container space. A container 20" tall would require 5" of soil layer. Of the soil layer, two thirds of it should be drainage material, thus a 20" bottle should have approximately 3" of drainage material. Material can be small pebbles, crushed rock, etc..

The second layer of material placed in the container is charcoal. Charcoal prevents odor and should cover the drainage material. A black film flies up from the charcoal so a word of caution; do not let it fog onto the glass. Pour the charcoal slowly.

If a layer of sphagnum moss is used, it should be soaked for at least 12 hours. As much moisture should be squeezed from it as possible and it should be cut into small pieces. The small pieces are then layed overlapping until the charcoal and rock are covered, so that they separate the two layers (soil and rock charcoal).

The soil needs to be slightly moist in order to prevent it from flying. Put in enough soil so that one fourth of the bottle is filled with the three or four layers. The mixture should not be watered so heavily that it does not pour easily. Different levels can be established after the basic soil is in the container, giving the arrangement a landscaped effect. A terrace, slope, or central knoll all give a more pleasant effect than planting on a level surface.

After the soil has been arranged, you must clean the sides of the container. This can be done by using pick-up thongs or the mechanical finger and using a crumpled piece of tissue paper. Rub the sides of the container down. A variety of plants can be used in the terrarium environment. Some that can be used are ferns and small evergreen seedlings, which are especially good for the taller plants in the arrangement. Ivy, moss, lichens, hauorthii, jude kalanchoe blossfeldiana and the spider plant may be used to fill in, In most instances, the shop where you work will have already decided upon the plants to use and it will be your decision to place them.

After selecting the plants, dig a hole just large enough to cover the roots of the plant, using the mechanical fingers or the wire with the hoop. Lower plants into the container and pack the dirt down around the roots. Leave enough room for the plants to grow.

After the plants are in the terrarium, it should be watered. A variety of watering apparatus is available. An atomizer will create a fine mist and won't overwater tender plants.

A terrarium should be placed in a well-lighted place but not in direct sunlight. Water twice a month, or so depending upon the ventilation in the container. Fertilizer should be light. To enhance the terrarium, you can add figurines that fit and coordinate in size with the plants and colored rocks, etc. Anything is possible as long as the finished product is pleasing.

HEALTH CARE

code: HC-KS-82-608
title: BED BATH
author:

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

Duplicate the attached materials - Application, Job Advancement.
Washcloth to practice making a mitt.

application

ANSWER KEY: Page(s) - T3

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - use evaluation forms on page T5

BED BATH
APPLICATION
NAME:

1. List equipment and supplies necessary for giving a bed bath.

2. What personal tips does the nurse aide need to know and follow when giving a bed bath?

3. List the areas washed and the order in which they are done when giving a bed bath.

BED BATH
APPLICATION KEY

NAME:

1. List equipment and supplies necessary for giving a bed bath.

talcum powder
orange stick
lotion
comb and brush
clean gown

bath thermometer (optional)
basin
towels
soap & dish
bath blanket

means of discarding soiled laundry
clean laundry

2. What personal tips does the nurse aide need to know and follow when giving a bed bath?

proper body mechanics
move patient to side of bed closest to you

3. List the areas washed and the order in which they are done when giving a bed bath.

A. face
B. arm, shoulder, hand area furthest from nurse aide
C. arm & shoulder and hand clsest to nurse aide
D. ears, neck, chest
E. abdomen
F. leg furthest from nurse aide
G. leg closest to nurse aide
H. back, back of neck and buttocks
I. genital area

BED BATH
JOB ADVANCEMENT NAME: ______

Do a bed bath.

Ask your supervisor to judge you on the competencies listed on the attached page. Return the sheet to your instructor for recording of your grade.

JOB ADVANCEMENT -- BED BATH	XCELLENT	GOOD	POOR
Assembled Equipment and Supplies:			
1. Talcum powder			
2. Orange stick			
3. Comb and brush			
4. Clean gown			
5. Lotion			
6. Basin			
7. Towels			
8. Soap with dish			
9. Bath Blanket			
10. Means of discarding soiled linen			
11. Bath thermometer (optional)			
12. Clean bed linen			
Asked visitors to leave			
Checked patient's identity			
Pulled curtains around patient			
Informed patient as to what was going to happen			
Assisted with oral hygiene			
Offered bed pan or urinal			
Loosened bedding			
Removed blanket and bed spread - cared for properly			
Placed bed blanket - removed top sheet properly			
Positioned bed correctly			
Removed & stored jewelry correctly			
Removed patient's gown correctly / discarded correctly			
Prepared water & checked temperature correctly			
Washed face correctly			
Washed arm furthest from nurse aide correctly			
Washed arm closest to nurse aide correctly			
Washed chest, neck & ears correctly			
Washed abdomen correctly			
Washed patient's leg furthest from nurse aide correctly			
Washed patient's leg closest to nurse aide correctly			
Washed back & buttocks correctly			
Did procedure for genital area correctly			
Got fresh water at proper time			
Kept patient covered correctly			
Provided privacy for patient			
Rinsed & dried all areas carefully			
Made wash cloth mitt correctly			
Completion of bed bath			
Put on clean gown correctly			
Combed hair			
Changed bed			
Cleaned & arranged bed side table			
Returned jewelry			
Adjusted bed			
Placed call button conveniently			
Cleaned & stored equipment correctly			
Checked patient's comfort			
Washed hands			
Reported observations correctly to the right person			

COMMENTS:

code: HC-KS-82-608
title: BED BATH
author:

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER.

A patient who is too weak to get out of bed must be given a bed bath. A bed bath serves many purposes; it provides exercise for a bed-ridden patient, removes dirt, eliminates odor, and improves circulation. Giving a bed bath is a very important part of the job as nurse aide. Do this HERO HELP and see how you rate.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. List the general rules for bathing a patient.
2. Assemble the necessary equipment for giving a bed bath.
3. Use correct procedure for giving a bed bath to a bed-ridden patient.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the attached information on giving a bed bath.
2. Contact the school nurse or the nurse aide training teacher and borrow a textbook that deals with personal care of the patient and read the chapter dealing with bed baths.
3. Following the procedure attached, observe a nurse aide giving a bed bath at your training station.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

INFORMATION SHEET -- GIVING A BED BATH

STEP I -- General Rules

The bed bath is one of the most important parts of the daily morning routine which includes changing patient's clothes, combing hair, changing the patient's bed. It should be a pleasant time for the patient and if done correctly, an equally satisfying time for the nurse aide.

Assemble all necessary equipment to give the bath. Arrange it where it is handy, usually on the patient's bedside stand.

Remember that the patient's body is covered at all times; only one part of the body is washed at a time. All of the steps are followed on the same area at the same time. In other words, wash, rinse and dry each part of the body as you go.

Change the water often. Rinse each area carefully to prevent soap drying the skin.

Remember that soap melts so keep it out of the water, on the appropriate dish provided.

If patient is well enough, put their hands and feet in the pan of water. This helps them to relax and increases circulation.

Make a washing mitt out of the washcloth (instructions to follow) to prevent dragging the washcloth across the patient.

Lotion, powder, deodorant may be used if the patient so desires. If backrub is part of the morning bath, be sure the lotion is warm either by holding in your hands or by putting the bottle in warm water.

Be sure and check the patient's gown for valuables before putting it in the patient's laundry or the hospital laundry depending on who the gown belongs to.

PERSONAL NURSE AID TIPS

Be sure to use good body mechanics when giving a bed bath. Keep knees bent, back straight and your feet separated; stand firmly. Either have the patient move to the side of the bed closest to you or help him move close to you.

OBSERVATIONS TO REPORT

Condition of patient's skin (red, rashes, broken, tender).
How patient survived the bath (tired, irritable, etc.)

NOTE:
Do not trim patient's nails unless specifically instructed.

STEP II: Procedure for giving a bed bath

ASSEMBLE EQUIPMENT:

The following equipment is needed to give a bed bath. If working in a hospital these are usually issued to each patient when checking in. Working in a nursing home, bed bath packages are usually picked up and returned to a certain area. Be sure you know and understand the procedure for your specific place of work.

ITEMS USUALLY PROVIDED BY THE PATIENT:

(In some hospitals these items are provided for the patient when they check in):

1. Talcum powder
2. Nail care equipment (orange stick for cleaning)
3. Lotion
4. Comb and brush
5. Clean clothing (gowns)

If the patient requires a bed bath and they are male patients, for easy care, use hospital gowns. In some instances the female patients prefer their own.

ITEMS PROVIDED BY HOSPITAL OR CARE INSITUTION:

1. Basin (wash)
2. Towels (some provided both hand and bath; usually only bath towels provided.
3. Soap with dish
4. Bath blanket or sheet to cover paitent.
5. Means of discarding soiled laundry. Some institutions use laundry carts that remain in the hall. Others use carts that go into the patient's room. Plastic bags can also be used, but most institutions find them expensive. Note and follow the procedure for your particular training station.
6. A bath thermometer is sometimes available, but most institutions do not have the. A method of checking the water temperature follows in the information sheet.
7. Clean bed linen, convenient to the bed.

POINTS TO REMEMBER WHEN GETTING READY TO GIVE A BED BATH:

1. Ask any visitors the patient might have to leave the room.
2. Check the patient's identification to be sure you are doing the right patient.
3. Place the curtains around patient for privacy.
4. Wash your own hands.
5. Tell the patient what you are going to do. Remember some patients are hard of hearing, disoriented, and are easily upset or frightened so be sure they understand what you are going to do.
6. If necessary, assist the patient with oral hygiene. Usually this is done after meals but if not, it should be done now.
7. The patient should be offered the urinal or bedpan before the bath begins.
8. Arrange equipment.
9. Loosen bedding from under the mattress.
10. Remove the blanket and bedspread from the bed; loosely fold and place over the back of a chair. Place the clean bath balnket or sheet over thetop sheet being sure the patient is completely covered. Ask the patient, if they are physically capable, to hold the blanket while you pull the top sheet out from under the bath covering - never exposing the patient. Place the top sheet in the proper disposal container for soiled linen.
11. Check carefully to be sure the patient can be laid flat. If it is permissible, lower the bed to where all positions are flat. Move the patient to the side of the bed closest to you.
12. Ask patient to remove any jewelry and store carefully in the bedside table. Remember to give it to the patient after the bath is complete.
13. Assist the patient to remove or let him remove the gown. Discard properly. Be sure to keep the patient covered at all times.
14. Prepare water for patient's bath by filling the basin 2/3 full of warm water. If a bath thermometer is not available use the inside of your wrist. Make water pleasantly comfortable. If a thermometer is available make water temperature 115°.

STEP III -- Bed Bath

Use a towel to keep the bed from getting wet.

1. The first area to be washed is the face. Do not use soap without asking the patient; if soap is used, be sure to keep away from eyes. Put towel across the patient's chest. Use a washcloth mitt. (Directions: Wash from the patient's eyes, from the nose, to the outside of his face. Wash the face by using an "S" motion over the forehead, nose and chin area. The cheeks and side of the face area wash from the center out and in an upward motion. Rinse carefully following same procedure and pat dry.

2. The second part of the body to be washed is the arm furthest from you. Protect the bed by placing the towel under the arm. Be sure to support the patient's arm by placing your palm under the wrist area, or if patient is very weak, move the palm of your hand up to the elbow area. Using a circular motion, wash the shoulder, armpit and arm. Use firm strokes. Rinse and dry.

3. Put the patient's hand in the pan of water and move the fingers around. (Put basin on towel). Dry thoroughly and clean patient's nails; place under the bath cover.

4. Follow the same procedure for the arm near you.

5. Water may need to be changed at this point; use your own judgment--whether it is soapy or not, etc.)

6. Place a towel on the patient's chest. Wash ears, neck and chest. Pay careful attention to behind and under the ears, and under female patient's breast. Dry all areas carefully.

7. Cover the patient's chest and abdomen with towel or towels and fold both blankets down to the pubic area. Wash abdomen paying special attention to the folds of the skin and to the navel. Rinse and dry. Cover the patient with bath covering.

8. Get clean water; be sure to rinse the basin well.

9. Fold bath covering from patient's leg furthest from you. Protect the bed by putting a towel under it. Bend the knee and raise the leg. Wash the leg and thigh area using circular strong strokes. Rinse and dry. If the patient can help, place the foot in a basin of water, if not, it is recommended that the nurse aide wash foot instead of placing the foot in the basin. Rinse and dry, paying careful attention to the area under and between the toes. Cover leg with bath covering.

10. Repeat the procedure for the leg near you. Rinse the bed guard rail opposite your work area.

11. The next area to wash is the back and hips. Get clean water following the procedure already described. Ask the patient to turn over or turn the patient yourself so that patient is facing away from you. Place the towel as close to the patient's back as possible. Using long firm circular strokes, wash the patient's back, back of the neck and buttocks. Rinse and dry. Give backrub with warm lotion. Remove the towel and return patient to his back.

12. If patient is able, let him or her wash the genital area. Give the patient a soapy cloth and provide a rinse cloth, and a towel to dry. If the patient cannot provide this service on their own, use rubber gloves and wash the genital area. Provide complete privacy at all times. Be sure area is rinsed well and dried.

Complete the bed bath by putting a clean gown on patient, combing hair if necessary, changing bed, cleaning bedside table, and arranging articles the patient needs. Return jewelry. Adjust bed if permitted and generally make the patient comfortable. Clean and store equipment properly. Be sure to place the call button conveniently for the patient. Wash hands and report to proper person.

STEPS TO MAKING A BATH MITT

Place hand used for giving the bath in the center of the wash cloth.

Fold edge of cloth over fingers.

Tuck bottom of cloth into the top. Use thumb to hold in place.

code: HC-KS-82-609
title: BED MAKING (UNOCCUPIED)
author:

HERO HELP

training activities

Listed below are the resources and materials needed for students to complete this HERO HELP.

If available from school nurse:
- hospital bed or mattress
- bed pad or mattress cover
- 2 large sheets
- waterproof drawsheet
- blanket
- pillow cases
- bed spread

application

ANSWER KEY: Page(s) - use rating sheet on T2

The ANSWER KEY has been placed on a separate page for your convenience in storing and grading.

job advancement

ANSWER KEY: Page(s) - use rating sheet on T2

BED MAKING (UNOCCUPIED)
RATING SHEET

Assemble Equipment and Supplies 1. bed pad or mattress cover	Excell.	Good	Poor
2. 2 large sheets			
3. waterproof drawsheet			
4. cotton drawsheet			
5. blanket, if needed			
6. pillowcases			
7. bedspread			
Adjust bed to convenient level with bed flat			
Put mattress pad on mattress			
Place bottom sheet on bed 1. With raw edge to mattress & smooth side to patient			
2. With hem even with foot of mattress			
3. With middle of sheet near center of bed			
4. With enough tuck under head of mattress so sheet will remain tucked in place.			
Tuck sheet smoothly under head of mattress			
Make a mitered corner at head of mattress			
Place center of rubber sheet at center of bed with upper edge about 16" from head of mattress			
Place cotton drawsheet over rubber sheet with cotton sheet extending over each side of rubber sheet			
Tuck both drawsheets under mattress			
Place and unfold top sheet, wrong side up and hem even with top edge of mattress			
Place blanket on top of sheet with upper 6" from top edge of mattress.			
Fold top of sheet down over top of blanket			
Place spread on bed even with top edge of mattress			
Tuck top sheet, blanket and spread under mattress at foot of bed; miter corner, allowing sides to hang down.			
Move to the other side of bed to complete bedmaking			
Repeat same process on that side			
Put case on pillow			
Place pillow at head of bed with open end away from door.			

code: HC-KS-82-609
title: BEDMAKING (UNOCCUPIED)
author:

HERO HELP

Help Wanted

PLACE MARKS ON SEPARATE SHEET OF PAPER

Every person in the Nursing Practice seeks to comfort the patient; therefore, bedmaking should be their first concern in the health unit. Comfort during illness should relax the mind and thus speed recovery of the patient while in the hospital.
Making a bed is an important job of the Nurse Aide. Try this HERO HELP and improve your skills.

Job Competency

When you have completed this HERO-HELP you will be able to:

1. Demonstrate the correct procedure for making an unoccupied bed.
2. Demonstrate the difference between a closed and open bed.

Application

Read the JOB COMPETENCIES listed above. Ask yourself: can I now do the activities listed in each statement?

If the answer is YES, ask the HERO Coordinator for the application on Page T 2 .

If the answer is NO, this learning package is for you. Go right on to the Training Activities.

Complete the Application and return it to the HERO coordinator so it can be checked. You will then know what you should do next.

Training Activities

1. Read the following information sheets on making the hospital bed.
2. Practice making a closed bed and an open bed following the directions given in the information pages. If you do not have access to a bed in your school, visit a health center and work for one day making beds.

Job Advancement

Read your JOB COMPETENCY section again. When you feel sure that you can complete each of the parts, ask your teacher for the JOB ADVANCEMENT for this HERO HELP.
Complete the JOB ADVANCEMENT and return to the HERO coordinator to see how you did.

***** EXTRA CREDIT: Another way that I could have learned enough to reach the JOB COMPETENCIES was:

____

____

____

Quest

This is an optional opportunity for you. You can gain additional credit for completing it; HOWEVER, you will not lose any credit for going right on to the next HERO HELP.

Obtain information on making an occupied bed and a postoperative bed. Practice and demonstrate these types of bedmaking.

MAKING THE HOSPITAL BED

ACTIVITY #1:

Read the following information:

Because the patient spends most of his time in bed, his bed should be kept as clean and as comfortable as possible. These are a few principles that apply to making all beds:

1. The most important principle is to keep all sheets tight and free of wrinkles. Wrinkles are not only uncomfortable to the patient but also cause painful bedsores. The patient's blood supply is cutoff by the pressure of the weight of his body against a wrinkle in the sheet. A reddened area forms first, then a blister which opens into a sore as the pressure continues. If the patient's bed is not made smooth and free of wrinkles, you might create a hospital situation that will make the patient get worse, rather than get well.

2. The bed should always be made with clean linen.

3. Avoid unnecessary shaking or waving the linen around. Such activity permits bacteria on the linen to be thrown into the air and increases the possibility that you'll breathe the bacteria into your body and spread infection to others.

4. The hospital floor is not clean. It is not free from bacteria. If any linen falls on the floor, discard it in the linen hamper. Do not use it on the patient's bed.

There are four basic ways to make a hospital bed:

1. The closed bed: The closed bed is made following the discharge of a patient. The bed is made with all linens pulled up so that it will stay clean until a new patient has been assigned to it.

2. The open bed: When a new patient is admitted to the unit, the closed bed is made into an open bed by adjusting the top linens.

3. The occupied bed: If a patient is on bedrest, his bed must be made while he is in it. This is called making an "occupied" bed.

4. The postoperative bed: A post-op bed is made for the patient who is returning to the unit after an operation. The bed is specially made so that the patient may be transferred to it quickly and safely without loss of time or motion.

THE PATIENT'S ENVIRONMENT AND BEDMAKING

JOB SHEET #1--MAKE AN UNOCCUPIED BED AND AN OPEN BED

I. Equipment

- A. Bed pad or mattress cover
- B. Two large sheets

  (NOTE: Fitted bottom sheets are used in some institutions.)
- C. Waterproof drawsheet
- D. Cotton drawsheet
- E. Blanket, if needed
- F. Pillowcases
- G. Bedspread

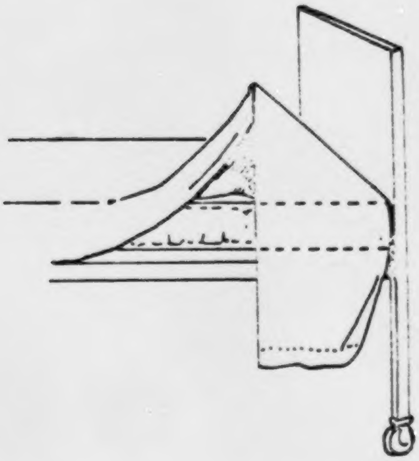
II. Procedure for unoccupied or closed bed

- A. Adjust bed to convenient level with bed flat
- B. Put mattress pad on mattress
- C. Place bottom sheet on bed
  1. With raw edge to mattress and smooth side to patient
  2. With hem even with foot of mattress
  3. With middle of sheet near center of bed
  4. With enough to tuck under head of mattress so sheet will remain tucked in place
- D. Tuck sheet smoothly under head of mattress

E. Make a mitered corner at head of mattress

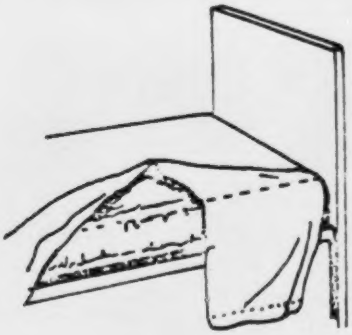
1. Pick up edge of sheet so that it forms a triangle with the side edge of the sheet held perpendicular to the mattress (Figure 1)

FIGURE 1



2. Lay folded corner on mattress (Figure 2)

FIGURE 2



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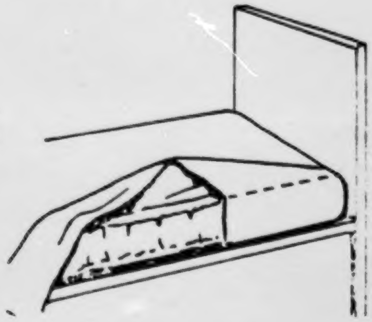
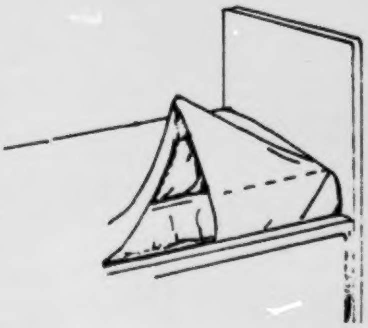
3. Tuck hanging part under mattress (Figure 3)

FIGURE 3



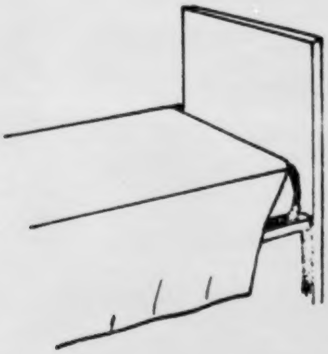
4. Hold sheet in place against mattress; with other hand, pick up corner of folded part from top of mattress (Figure 4)

FIGURE 4



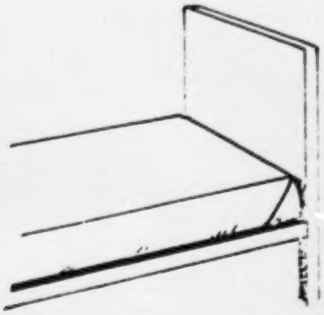
5. Drop corner of sheet over side of mattress (Figure 5)

FIGURE 5



6. Tuck sheet under mattress along the side from head to foot (Figure 6)

FIGURE 6



F. Place center of rubber sheet at center of bed with upper edge about sixteen inches from head of mattress

G. Place cotton drawsheet over rubber sheet with cotton sheet extending over each side of rubber sheet

H. Tuck both drawsheets under mattress

I. Place and unfold top sheet, wrong side up and hem even with top edge of mattress (Figure 7)

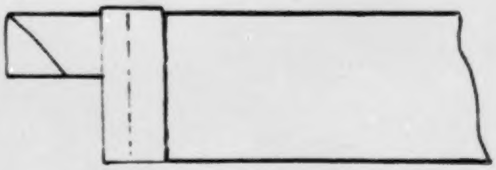
FIGURE 7

J. Place blanket on top of sheet with upper edge six inches from top edge of mattress (Figure 8)

FIGURE 8

K. Fold top of sheet down over top of blanket (Figure 9)

FIGURE 9



L. Place spread on bed even with top edge of mattress

M. Tuck top sheet, blanket, and spread under mattress at foot of bed; miter corner, allowing sides to hang down

N. Move to the other side of bed to complete bedmaking

O. Fold linen to center of bed

P. Tuck bottom sheet smoothly under head of mattress, mitering top corner; tuck tightly under mattress along the side

Q. Grasp edge of rubber sheet, pulling it tight and tuck under mattress

R. Tuck cotton drawsheet under mattress in same manner

S. Straighten top sheet, blanket, and spread; move to foot of bed to tuck in top sheet, blanket, and spread

T. Miter corners together, letting sides hang free

U. Put case on pillow

V. Place pillow at head of bed with open end away from door

III. Procedure for open bed

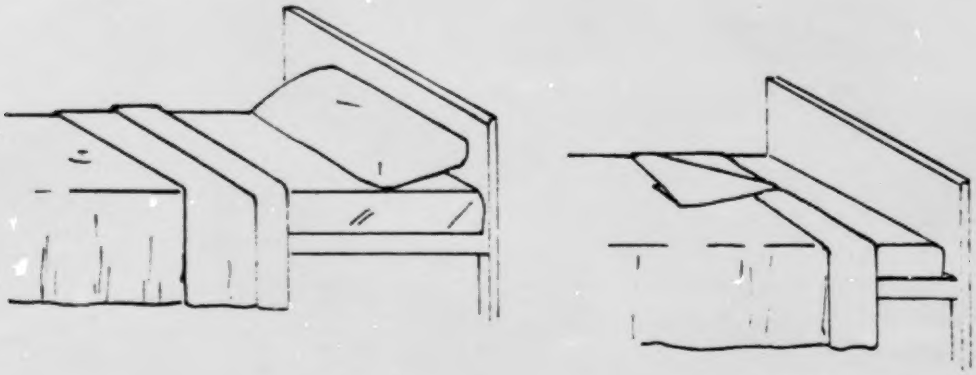
A. Proceed as for closed bed, steps A through V

B. Fold top of bedspread over top edge of blanket

C. Fold top edge of sheet down over top edge of blanket and folded spread

D. Fanfold or piefold top covers toward the foot of the bed (Figure 10)

FIGURE 10



E. Place pillow at head of bed with open edge away from door